

**THE CORRELATION BETWEEN HABIT IN LISTENING TO  
ENGLISH SONGS AND VOCABULARY MASTERY TOWARD  
LISTENING SKILL AT TENTH GRADE STUDENTS OF SMK AL ISLAM  
SURAKARTA**

**THESIS**

**Submitted as A Partial Requirements  
for the Degree of *Sarjana***



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## **DEDICATION**

This thesis is dedicated to:

1. My parents (Mr. Asy'ari and Mrs. Suslikha)
2. My brothers (M. Faqih Asy'ari and A. Usamah Asy'ari)
3. My big family
4. My thesis Advisor Mr. Furqon Edi Wibowo, M.Pd.
5. My almamater UIN Raden Mas Said Surakarta
6. All my friends.

## **MOTTO**

*“So verily, with the hardship, there is relief. Verily, with the hardship, there is relief” (Q.S. Al-Insyirah: 5-6)*

*“Happiness is not something that you have to achieve. You can still feel happy during the process of achieving something”*

*- Kim Namjoon*

## PRONUNCEMENT

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I hereby sincerely state that the thesis titled

**“The Correlation Between Habit in Listening to English Songs and Vocabulary Mastery Toward Listening Skill at Tenth Grade Students of SMK Al Islam Surakarta”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 19<sup>th</sup> 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, May 22<sup>th</sup> 2023

The researcher,

Hana Badar Asy'ari



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## ABSTRACT

Hana Badar Asy'ari. 2023. *The Correlation Between Habit in Listening to English Songs and Vocabulary Mastery Toward Listening Skill at tenth grade students of SMK Al Islam Surakarta*. Thesis. English Education Study Program, Faculty of Cultures and Languages.

Advisor : Furqon Edi Wibowo, M.Pd.

Key Words : Habit in Listening to English songs, Vocabulary mastery, Listening skill.

In this research, the researcher examined the correlation between habit in listening to English and vocabulary mastery toward listening skill. The aim of this research was to find out whether or not there is a significant correlation between students' habit in listening to English songs and vocabulary mastery towards their listening skill. To find out whether or not there is a correlation between students' habit in listening to English songs and listening skill. To find out whether or not there is a significant correlation between students' vocabulary mastery and listening skill. To find out whether or not there is a significant correlation between students' habit in listening to English songs and vocabulary mastery toward listening skill.

The research can be categorized as Quantitative correlation method. The researcher examined the relationship with three variables: two independent variables (X) and one dependent variable (Y). The population of this study was all of the tenth grade students while sample was 23 students of X TKJ 1 taken by cluster random sampling technique. The techniques used to analyze the data were data description, prerequisite test, and hypothesis testing.

For the first hypothesis is known that the correlation between habit in listening to English songs and vocabulary mastery is positive because the result of the computation showed that the correlation coefficient (r) between habit in listening to English songs (X1) and listening skill (Y) at tenth grade students of SMK Al Islam Surakarta is 0.967. It means there is a correlation between habit and listening to English songs and listening skill. For the second hypothesis is known that the correlation between vocabulary mastery (X2) and listening skill (Y) is positive because the result of the computation showed that the correlation coefficient (r) between habit of listening to English song and speaking skill is 0.947. It means there is a correlation between vocabulary mastery and the listening skill at tenth grade students of SMK Al Islam Surakarta. For the third hypothesis is known that the correlation between habit of listening to English song and vocabulary mastery toward listening skill at tenth grade students of SMK Al Islam Surakarta is positive because the correlation coefficient (r) between habit in listening to English songs (X1), vocabulary mastery (X2), and listening skill (Y) is 0.967.

## ABSTRAK

Hana Badar Asy'ari. 2023. Hubungan Kebiasaan Mendengarkan Lagu Bahasa Inggris dan Penguasaan Kosakata Terhadap Keterampilan Mendengarkan Pada Siswa Kelas X SMK Al Islam Surakarta. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa.

Pembimbing : Furqon Edi Wibowo, M.Pd.

Kata Kunci : Kebiasaan Mendengarkan Lagu Bahasa Inggris, Penguasaan Vocabulary, Keterampilan Mendengarkan.

Dalam penelitian ini, peneliti menguji hubungan antara kebiasaan mendengarkan bahasa Inggris dan penguasaan kosakata terhadap keterampilan mendengarkan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan siswa dalam mendengarkan lagu bahasa Inggris dan penguasaan kosakata terhadap keterampilan mendengarkan mereka. Untuk mengetahui ada atau tidaknya hubungan antara kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dengan keterampilan menyimak. Untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan kosakata siswa dan keterampilan menyimak. Untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan siswa dalam mendengarkan lagu bahasa Inggris dan penguasaan kosakata terhadap keterampilan menyimak.

Penelitian ini dapat dikategorikan sebagai metode korelasi kuantitatif. Peneliti menguji hubungan dengan tiga variabel: dua variabel independen (X) dan satu variabel dependen (Y). Populasi penelitian ini adalah seluruh siswa kelas X dengan sampel sebanyak 23 siswa kelas X TKJ 1 yang diambil dengan teknik cluster random sampling. Teknik yang digunakan untuk menganalisis data adalah deskripsi data, uji prasyarat, dan uji hipotesis.

Untuk hipotesis pertama diketahui bahwa korelasi antara kebiasaan mendengarkan lagu berbahasa Inggris dan penguasaan kosakata adalah positif karena hasil perhitungan menunjukkan bahwa koefisien korelasi ( $r$ ) antara kebiasaan mendengarkan lagu berbahasa Inggris ( $X_1$ ) dan keterampilan mendengarkan ( $Y$ ) pada siswa kelas X SMK Al Islam Surakarta adalah 0,967. Artinya ada hubungan antara kebiasaan dan mendengarkan lagu berbahasa Inggris dengan keterampilan menyimak. Untuk hipotesis kedua diketahui bahwa korelasi antara penguasaan kosakata ( $X_2$ ) dan keterampilan mendengarkan ( $Y$ ) adalah positif karena hasil perhitungan menunjukkan bahwa koefisien korelasi ( $r$ ) antara kebiasaan mendengarkan lagu bahasa Inggris dan keterampilan berbicara adalah 0,947. Artinya ada hubungan antara penguasaan kosakata dengan keterampilan menyimak pada siswa kelas X SMK Al Islam Surakarta. Hipotesis ketiga diketahui bahwa hubungan antara kebiasaan mendengarkan lagu berbahasa Inggris dan penguasaan kosakata terhadap keterampilan menyimak pada siswa kelas X SMK Al Islam Surakarta adalah positif karena koefisien

korelasi ( $r$ ) antara kebiasaan mendengarkan lagu berbahasa Inggris ( $X_1$ ), penguasaan kosakata ( $X_2$ ), dan keterampilan menyimak ( $Y$ ) sebesar 0,967.



## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

The importance of English in today's era is to communicate with other people around the world who speak different languages. English is an international language and the most dominant language in the world (Dewi, 2012). English is often used to communicate in occupational fields, such as international business and education. In Indonesia, English is considered a foreign language. This can be seen from the existence of English in the education curriculum at the elementary school to university levels. According to Pustika (2019), one of the most significant subject in Indonesian system is English. In English, there are four skills that must be mastered by learners, which include listening, speaking, reading, and writing skills.

Listening is an important skill that must be mastered by English learners as they comprehend other skill. Renukadevi (2014) state that even while reading, speaking, and writing are also crucial to the development of language skills, listening is the main contributor. Since listening is a receptive skill that a human being first learns, it helps to activate understanding of the language. Learning to listen to the target language improves language ability. The only way to properly adapt to the language's tone, rhythm, intonation, and stress is by listening. It is simpler to develop the other abilities and build confidence as we become more adept at understanding spoken language through listening. Siegel (2015) argues that listening is typically the first language skill

to develop in first language users and serves as a gateway to other skills. Blumental as cited in Suyahman (2018) said that listening is different from hearing, hearing and listening are two different things. Listening is educated hearing in another word, it is hearing for the purpose. So listening requires more attention relates to the mind rather than hearing. Therefore, paying attention to students' listening skills is the first logical step in achieving oral fluency and accuracy. When students engage in conversation, they not only speak but also listen.

Underwood as cited in Astuti (2018) state that listening is the activity of paying attention and trying to get meaning from something we hear. In daily activity, the listeners always listen many references not only about English material but also a song in order to improve their English skill. Listening to the song means that the listeners appreciates the lyrics, rhythms, vocal and melody and try to understand the meaning. Griffee as cited in Astuti (2018) stated that song is part of music that you sing through words.

Today, almost all people especially students, will looking for an entertainment when they get bored like listening to music. Griffe as cited in Kartika (2019) says that songs have personal quality that make listener react to the songs. Griffe was quoted in Meutia (2014) mentions that sensitivity in rhythm is a basic and necessary first step in learning language. When listening to English songs becomes a routine of the students' activity, they will feel unfamiliar of the new words that they have heard because they probably ever

listen to the words in the songs. So that, intensity in listening to English songs can help students catch the new word in English easily.

In Richard (2010), habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. Butler as cited in Suyahman (2018) believes that habits are automatic routine behavior that is repeated regularly without thinking. Solehudin as cited in Olah (2020) defines that habit is routines of behavior that are repeated regularly and tend to occur subconsciously. According to Andi Mappiare in Djaali (2008), habit is an acquired way of acting which is persistent, uniform, and fairly automatic. From those ideas, it shows that habit is a repetitive action or repetition activity that causes a tendency to do it automatically, frequently, and unconsciously.

Students can practice their listening skills by listening intently to English songs. The students will feel unfamiliar with the new terms they have heard when listening to English music becomes a common activity for them because they are likely to hear the lyrics in the songs frequently. According to Davenellos as cited in Putri (2019) states that songs are not only fun, they have a serious purpose for language learning.

Costa in Murqobin as quoted in Putri (2019) said that someone who has a habit especially in listening they will be a good listener, then if they become a good listener, they will listen closely to get the information that is useful and important for them. So, when someone has a habit in listening to English songs, they will listen closely to get the meaning of the song that they listen.

Ross as cited in Nurhasanah (2022) says that the example of authentic listening materials is listening to songs to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, school, office, and others. So, we can directly listen to the song and also interest to learn the value of language in it. Hence, the students need to be motivated and stay motivated.

Then, vocabulary mastery has an important role in achieving the skills in English (reading, speaking, writing, and listening). Learning vocabulary is a key aspect in learning language, it is a major aspect in learning foreign language (Mandasari, 2020). Langan as cited in Meutia (2014) believes that a command of many words will make people become a better writer, listener, and reader. Mastering vocabulary help students in communication whether as listener or speaker. In listening, students who have rich vocabulary will have less difficulty in catching new word or phrase. It will give positive impact for students in process of acquiring English.

The essential role that vocabulary plays in language competence and literacy development has been acknowledged in language acquisition studies, especially within the domain of foreign language acquisition research (Lin, 2016). Linse as cited in Despita (2020) states that vocabulary is the collection of words that an individual knows. Hornby as quoted in Susanto (2017) defines vocabulary mastery as complete knowledge or complete skills. It means that vocabulary as a place which is used to collect and save words that someone knows the meaning of that words.

Listening English songs is an alternative way to learn vocabulary. Based on Cross as cited in Kartika (2019), listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. It will help students in learning a language for communicative purpose to acquire pronunciation, word stress, and vocabulary. In line with Sedita as cited in Astuti (2018) states that vocabulary knowledge is crucial in listening and determining how well students understand about the vocabularies. By listening to English songs, students collect new vocabularies and usually they will find new words in the song then search for the meaning and its spelling immediately.

Songs can be effective tool in way to enhance students' vocabulary mastery. According to Kusnierek (2016), one advantage of using song in English class is that they provide linguistic material, such as vocabulary, pronunciation, or grammar. Furthermore, Gottfried as cited in Isnaini (2021), said that music connects students with new cultures and opens up a whole new world, which is just one of the reason why songs are an important component of teaching world languages. The content of songs is not only for entertainment, but it can also include a new method of learning language. The students will feel unfamiliar with the new terms they have heard when listening to English music becomes a common activity for them because they are likely to hear the lyrics in the songs frequently. The lyrics and the beat of the songs tend to be followed by the students when they listen to them. It makes it simple for students to acquire new English words, which can help them to increase their

vocabulary. Likewise, with listening to songs in English, which helps students in vocabulary mastery and listening activities.

The phenomenon of the popularity of English songs among teenagers, especially students' today's make researcher interested in conducting deeper research by associating this phenomenon with learning English. The choice of this title was also based on suggestions from previous researchers by changing and developing several research variables.

The choice of SMK AL Islam Surakarta as a research location was because researcher found phenomena and problems that they wanted to study at the school. Learning English in Vocational High Schools aims to enable students to have the ability to master basic English knowledge and skills to support the achievement of skills program competencies. In addition, learning English at the SMK level aims to communicate both orally and in writing at the intermediate level. When viewed from the completeness of school facilities in supporting learning English, this school is still classified as incomplete. Language laboratories used in teaching listening are inadequate, and dictionaries are not available in class. But with these deficiencies, students can follow the lesson and can understand the lesson well.

Particularly in SMK Al Islam Surakarta, based on pre-research at December 12<sup>th</sup> 2022 that researcher had observed at the school, the researcher found that students in that school are weak in listening skill, they need several repetitions of audio in listening learning. For vocabulary mastery is also still weak, they still often ask their teacher for vocabulary during the lesson. It can

be seen from the result of observe in teaching learning process the whole of tenth grade SMK Al Islam Surakarta with the English teacher at the school. The main point of the observed is the students' ability in vocabulary mastery and listening is still low. However, there are some students who can get the points of what native speakers says directly in listening activities.

Several researchers related to the use of songs in enhancing students' English skill had ever been conducted. The first research comes from Mubarak (2017) found that there was any correlation between vocabulary mastery, habit of listening to English song and speaking skill. Then, study related to the habit in listening to English songs is study from Solehudin (2018), the study showed that there was positive correlation between students' listening English songs habit and their listening skill. The differences of these studies can be seen from the variety of variables and research locations, both are different from this study. In this study, students also practiced listening skills and vocabulary mastery through the habit of listening to English songs, where students did not use dictionaries or other supporting electronic media during learning.

Referring to the phenomena found and previous related studies above, therefore the purpose of this study is to find out whether there is a correlation if the three variables between habit in listening to English songs, vocabulary mastery and listening skill are combined. Thus, the title of this thesis was "THE CORRELATION BETWEEN HABIT IN LISTENING TO ENGLISH SONGS AND VOCABULARY MASTERY TOWARD LISTENING SKILL AT TENTH GRADE STUDENTS OF SMK AL ISLAM SURAKARTA".

## **B. Identification of The Problems**

Based on the background of the study, the researcher identifies some problems as follow:

1. Students' listening skill is low.
2. Students' vocabulary mastery is low.
3. Students' motivation is low in learning English.
4. Inadequate facilities and infrastructure in language learning.
5. Method employed by English teacher in this school bored the students.

## **C. Limitation of The Problem**

Based on the identification of the problems above, the researcher focused on the correlation between students' listening English songs habit and vocabulary mastery toward students' listening skill at tenth grade students of SMK Al Islam Surakarta.

## **D. Formulation of The Problems**

Based on the identification and limitation of the research, the researcher formulated the problems as follow:

1. Is there any correlation between habit in listening to English songs and listening skill at Tenth grade students of SMK Al Islam Surakarta?
2. Is there any correlation between vocabulary mastery and listening skill at Tenth grade students of SMK Al Islam Surakarta?



3. Is there any correlation between habit in listening to English songs and vocabulary mastery toward listening skill at Tenth grade students of SMK Al Islam Surakarta?

#### **E. Objectives of The Study**

1. To find whether there is a correlation between habit in listening to English songs and listening skill at Tenth grade students of SMK Al Islam Surakarta.
2. To find whether there is a correlation between vocabulary mastery and listening skill at Tenth grade students of SMK Al Islam Surakarta.
3. To find whether there is a correlation between habit in listening to English songs and vocabulary mastery toward listening skill at Tenth grade students of SMK Al Islam Surakarta.

#### **F. Benefits of The Study**

1. Theoretical Benefits
  - a. to prove whether there is a positive correlation between students' habit in listening to English songs and students' vocabulary mastery towards listening skill of tenth grade students of SMK Al Islam Surakarta.
  - b. This research can be an offer solution to face problems in English learning listening which happened in the certain field
2. Practical Benefits
  - a. To give information to the English teacher especially in realizing the importance of vocabulary and having the habit of listening to English

songs in teaching process particularly in teaching listening in order to improve students' listening skill.

- b. The result of the research gives information about the degree of correlation between vocabulary mastery and the students' habit of listening to English songs toward listening skill. It can be used for the teacher to decide whether the listening skill can be improved by those two factors.

## **G. Definition of Key Terms**

### **1. Habit of Listening English Songs**

Habit of listening to English songs is the repeated act of listening to English music with his voice, paying attention, and trying to get the meaning of the group of English words contained in the song which is practiced continuously and is carried out without being adjusted unconsciously and then becomes a pattern of behavior that is automatically practiced (Richard, 2010).

### **2. Vocabulary Mastery**

Vocabulary mastery refers to the number of words someone knows. Alqahtani (2015) stated that vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. Lewis and Hill as cited in Mubarak (2017) stated that for communication purposes, vocabulary mastery is very important for students, even more important than grammar, especially when students are motivated to learn basic words.

### **3. Listening Skill**

Listening has an important place in learning as it is one of four skills in language acquisition. Brown (2006) state that listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Listening Skill

###### a. Concept of Listening

Steven Brown (2006) states that listening is a complex activity, and we can help students understand what they hear by activating their prior knowledge. To master certain language skills, one must be able to listen. We can be more confident when we can understand spoken language by listening, making it easier to improve other skills.

Siegel (2015) states, listening is typically the first language skill to develop in first language users as a gateway to other skills. Obviously, without firstly giving students a model of the shape they are going produce, it is impossible to expect student to produce that sound not in their native language or sentences naturally use the stress, rhythm, and intonation of native speakers of foreign language.

According to Tarigan as cited in Kartika (2019), listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language.

Blumental as cited in Suyahman (2018) said that listening is different from hearing, hearing and listening are two different things.

Listening is educated hearing in another word, it is hearing for the purpose. So listening requires more attention relates to the mind rather than hearing. Therefore, paying attention to students' listening skills is the first logical step in achieving oral fluency and accuracy. When students engage in conversation, they not only speak but also listen.

From those theories above, we can conclude that listening is an active process that involves paying attention and trying to get the meaning of what we have heard. It also involves processing multiple aspects of perspective as well as linguistic knowledge, which is sound flow combined with one's knowledge of the phonological, semantic, and syntactic potentials of language forms.

#### **b. Types of Listening**

Rost (2011) distinguished six types of listening practice, in terms of ways of interacting with input, and how those ways allow learners to understand and to glean more from the input. That is:

##### 1) Intensive listening

In an intensive listening task, the learner concentrates on understanding the actual words, grammar, and voice of the speaker. This types focus for perception of the components (phonemes, words, intonation, discourse markers, and so on). Regarding the correctness of performance, the teacher offers feedback.

## 2) Selective listening

The learner's attention is focused on the tasks that have been planned with a specific purpose during selective listening. In addition, they concentrate on main ideas or try to collect information for specific things. In other words, they listen selectively while seeking information. In the selective listening task, the teacher's primary responsibility is to provide feedback after the activity is completed.

## 3) Interactive listening

Interactive listening involves two-way, active listening, where the listener engages in social negotiation meanings such as turn-taking, ask for clarification, and check for understanding. Interactive listening assignments emphasize driven output in addition to intelligible input, and they often involve conversation partners co-constructing discourse to complete a shared task.

## 4) Extensive listening

Extensive listening refers to a wide range of listening activities that aim for comprehensive and enjoyable input (Renandya & Farrell, 2011). Additionally, it refers to listening for a significant period of time, at least a few minutes continuously with a long-term goal that extends beyond language learning, such as for academic content, for fun, or for other language use purposes. Teachers can teach students how to maximize benefits and minimize problems

during the listening process by developing thorough listening assignments for them. Teachers can also provide global feedback.

5) Responsive listening

The listening task known as responsive listening aims to develop learners' reactions according to what they have heard along with the content, culture, and affective dimensions. Don't concentrate on understanding when practicing responsive listening. Instead, it concentrates on how students react to auditory input. In this way, it shows a better level of listening comprehension.

6) Autonomous listening

When a learner controls their listening activities independently, they are considered to be engaged in independent listening. The ability to choose what to listen to, when, for what purpose, for how long, and whether the results of listening are adequate does not strictly speak of "kind of listening", but it is the foundation of a learner's listening ability. Autonomous listening tasks are designed to develop effective learners who can strategically use listening as a tool for language learning and language use.

In the types of listening, it can be concluded that each type of listening has differences goals and strategies for ensure the listeners get the message and meaning of listening activities. First, listeners are only asked to get language components such as phonemes and intonation in intensive listening. While in responsive listening, the listeners must

understand short language such as greeting and questions, so the listeners can make responses from that activity.

**c. Listening Process**

There are kinds of process in listening activity as follows:

1) Bottom-up Process

Nation and Newton (2009) state that bottom-up process are the process the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. It means that bottom-up process more focus on grammatical relationship in the words.

It indicates that grammatical relationships between words are given more attention in bottom-up processes. As a result, the listeners understand using spoken language's sounds, words, intonation, grammatical structure, and other elements.

2) Top-down Process

Gebhard as cited in Ardini (2015) state that Bottom-Up processing refers to the understanding of the information process by sound analysis, word meaning, or grammar. Meanwhile, Top-Down processing refers to the using of schemata or the knowledge to understand the given information.

It can be concluded that listener receives the message piece by piece, from the parts to the whole, using a bottom-up process. By assemble message piece by piece, it will make the listeners focus on



words, grammatical structures, and other elements that they need to learn through their listening activity. Whereas the top-down process going from the whole of prior knowledge of the listener to predict the message. Top-Down processing in listening involves the liveliness of building mean based on presumption, conclusion, purpose, and other relevant knowledge. In order for the interpretation of a text to develop, listeners must have prior knowledge of the text they will hear.

#### **d. Element of Listening**

Shockingawful, quoted by Wirsa as cited in Fitria (2021) stated that there are four elements of listening, namely:

##### 1) Ability to focus

The ability of students or listeners to focus refers to their ability to pay attention to information from audio. Focus is defined as paying attention to your ears to hear audio and your eyes to read and match text to audio. Like eyes maybe not adapts well to the many distractions of an ordinary classroom and some noise from outside the classroom.

##### 2) General understanding

General understanding refers to a student's or listener's ability to comprehend the main idea of the content of text. The listener can imagine catching the general meaning of something they hear.

### 3) Listening for details

Listening for details is something known as listening for the specific information. It includes understanding the task and concentrating to get the information.

### 4) Accuracy for answer

The capability of students or listeners to answer to a task with the correct answer is referred to as accuracy of response. To get the right answer, students must understand the text and vocabulary.

## **2. Review of Habit in Listening to English Songs**

### **a. Description of Habit**

In Richard (2010), habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. Something that is done repeatedly and regularly indirectly becomes a habit. So, habits are routines of automatic behavior that are repeated regularly, without thinking.

Wood and Runger (2015) defines habit as behavior tradition where people tend to repeat the same behaviors in recurring context. Habits are formed when people pursue goals by repeating the same response in certain contexts. Habits depend on context, behavior that starts automatically.

Butler as cited in Meutia (2014) believes that habits are automatic routine behavior that is repeated regularly without thinking. So, these activities form automatic behavior patterns. According to Andi

Mappiare in Djaali (2009), habit is an acquired way of acting which is persistent, uniform, and fairly automatic.

From those theories above, it can be drawn a brief inference that habit is a repetitive action or repetition activity that causes a tendency to do it automatically, frequently, and unconsciously. In addition, habit involve consistently engaging in activities related to a hobby, talent, favorite activity or personal preference.

#### **b. Description of Listening to English Songs**

Blumental as cited in Suyahman (2018) state that listening is different from hearing, they are two different things. Listening is educated hearing in another word, it is hearing for the purpose. Thus, listening requires more ability to focus than hearing. While according to Steven Brown (2006) that:

“Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening”.

Another definition come from Cameron as cited in Kartika (2019) stated that listening can be seen (primarily) the active use of language to access other people’s meanings. In line with Cameron, Helgesen (2003) state that listening is an active, purposeful process of making sense of what we hear.

According to the description given above, listening is an active process that involves paying attention to and trying to understand

something that we hear, which involves understanding the speaker's pronunciation, context, and meaning. Therefore, we may conclude that listening to English songs is a habit that includes doing something regularly and automatically while paying attention to get the meaning of songs that have lyrics, a melody, and a rhythm that are performed in English by a singer in daily life.

### **c. The Usage of Song in Classroom**

Songs can be used in the classroom to benefit students in addition to benefiting the listener. This means that the use of songs by language teachers in delivering material can be very helpful. Murphey as cited in Mubarak (2017) states the advantages using songs in the classroom as follow:

1. Music and songs are “tools for living”, and the topic have great value as material for language learning.
2. By analyzing music critically, the teacher can also help the students in learning how to identify between good and bad songs based on their lyrics.
3. Being a source of language, can be a great learning experience for teachers.

For English learners, practicing listening to English songs has several benefits. In addition to the benefits already mentioned, students can watch their favorite singers perform songs. people like songs either because of the singer, or the songs they sing.

#### **d. The indicator of the Habit of Listening to English Songs**

The habit of listening to English songs makes this activity repeated unconsciously. This action records the words, music, and rhythm of the song. With that, people will try to sing and find out the meaning of the lyrics of the song. They will also adapt continuously unconsciously and then it will become a pattern of behavior that is carried out automatically. According to Murphey in Olah (2020), there are three indicators of habit in listening to English song:

##### **a. Repetitive action**

The aspect of repetitive action shows how frequently the listener listens English songs and repeats the activity.

##### **b. Attention**

Attention is the aspect which shows someone's attention for the objects, in this research is English songs which provides lyrics or words, melody, rhythm.

##### **c. Getting the meaning**

Getting the meaning is aspect that the listener will do to understand the meaning of the songs.

### **3. Review of Vocabulary Mastery**

#### **a. Definition of Vocabulary**

According to Alqahtani (2015), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. Vocabulary owned by a person is defined as a collection of all the words

understood by that person or all the words that are likely to be used by that person to construct new sentences.

Hatch and Brown (1995) define vocabulary is a list or a set words for a particular language or list or set of words that individual speakers of a language might use. According to Linse as cited in Meutia (2014), vocabulary is the collection of words that an individual knows.

Cameron (2001) state that vocabulary is central to the learning of a foreign language at a primary level. Vocabulary has move to center stage in foreign language teaching in recent years, backed by substantial and increasing research. Learning vocabulary is important because it is needs for us to speak, write, or listen well.

In conclusion, the researcher attempts to define vocabulary as a list of terms for a certain language that have meaning and usually used to communicate by particular person. If someone doesn't master the vocabulary, it will be difficult for them to be able to communicate well. Therefore, mastering vocabulary is very important. Also in English acquisition, vocabulary which is taught by the teacher should be relevant with the students' environment and curriculum.

#### **b. Type of Vocabulary Mastery**

Haycraft, quoted by Hatch and Brown in Alqahtani (2015), indicate two kinds of vocabulary, there are:

### 1. Receptive vocabulary

Words that students can recognize and understand when they are spoken in context are referred to as receptive vocabulary. It is vocabulary that students recognize when they see or meet in reading text, but they don't use it when they speak or write (Stuart Webb, 2008).

### 2. Productive vocabulary

Words that learners can understand, pronounce correctly, and use effectively in speaking and writing are known as productive vocabulary. This involves what is needed for a receptive vocabulary plus the ability to speak or create at the right time. Because students can produce words to communicate their ideas to others, productive vocabulary can be treated as an active process (Stuart Webb, 2005).

Students are expected to be able to master this vocabulary. Because when students have mastered vocabulary, it will be easier for them to master other language skills. They can write what they want, quickly understand writing while reading, and will understand more quickly and easily when they are involved in a live conversation.

### c. **The Indicator of Vocabulary Mastery**

Vocabulary is recognized from the group of letters that stand for or represent builds a word; this word has meaning. Another state combining a letter into a word, it will build a new vocabulary. According

to Crystal as cited in Anshori (2019), there are some indicators of vocabulary mastery:

### 1) Part of Speech

#### a) Noun (Noun Phrase)

Noun is a word (or group of words) that is the name of person, a place thing or a quality or idea; noun can be used as subject or object of a verb.

*Table 2.1 The Example of Noun (Noun Phrase)*

The example of word	The example of sentence
- Table	- I cleared this book
- Village	- He lives in a village
- Book	- I bought a book

#### b) Pronoun

Pronoun is a word that is used in place of a noun or a noun phrase.

*Table 2.2 The Example of Pronoun*

The example of word	The example of sentence
- Her	- I bought her book
- Him	- Look at him
- She	- She is a beautiful girl

#### c) Adjective

Adjective is a word that gives more information about a noun or pronoun.

*Table 2.3 The Example of Adjective*

The example of word	The example of sentence
- Kind	- What a kind boy!



- Better	- I want a better life
- Best	- This is the best moment

## d) Verb

Verb is a word (or group of words) which is used in describing an action, experience, or state.

*Table 2.4 The Example of Verb*

The example of word	The example of sentence
- Write	- I wrote a poem
- Ride	- He like riding a horse
- Be set out	- She out on her journey

## e) Adverb (Adverbial Phrase)

Adverb is a word (or group of words) that describes or add to the meaning of a verb, adjective, another.

*Table 2.5 The Example of Adverb (Adverbial Phrase)*

The example of word	The example of sentence
- Sensibly	- Please walk sensibly
- Carefully	- I walk carefully
- At home	- I have breakfast at home

## f) Preposition (prepositional phrase)

Preposition is a word (or group of words) which is used to show the way in which other words are connected.

*Table 2.6 The Example of Preposition (Prepositional Phrase)*

The example of word	The example of sentence
- On	- I put the glass on the table
- Of	- Bring me a bottle of coke
- In	- Put that in the box

## g) Determiner

Determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun.

*Table 2.7 The Example of Determiner*

The example of word	The example of sentence
- The	- The sun flower
- A, an	- I buy a cup of coffee
- My, your, etc.	- Your cat very cute

## h) Conjunction

A word that connects sentences, phrases, or clauses.

*Table 2.8 The Example of Conjunction*

The example of word	The example of sentence
- And	- I buy an apple and mango
- Or	- Take a left or right side?
- But	- I like it but I can't do it

## 2) Word Building

Gairns and Redman as cited in Anshori (2019) state that there are three main forms of word building which characterize English, namely:

## a) Affixation

Affixation is the process of adding prefixes to the base item; in this way items can be modified in meaning and/ or changed from one part of speech to another to another. For instance, to the base from “man”, prefixes and affixes can be added in the following way:

Man

Man + ly

Un + man + ly

Un + man + ly + ness

#### b) Compounding

Compounding is the formation of words which can independently in other circumstances.

For example:

- Table tennis
- Time-consuming
- To sightsee

#### c) Conversation

Conversation is the process by which an item may be used in different parts of speech, yet does not change its form.

For example:

- We've just had a lovely swim.

I can't swim very well

- He works in the export company

We export a lot of goods

### 3) Word Meaning

The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language called as

sense relation (Gairns and Redman, 1998). Sense relation consists of:

a) Synonym

McCarthy as cited in Mubarak (2017) state that synonym means that two or more words have the same meaning. Synonym refers to group of words that shares a general sense and so may be interchangeable in a limited number of contexts, but which on closer inspection reveal conceptual differences (Gairns and Redman, 1998). In other words, synonym refers to a word having the sense or nearly the same meaning as another word.

For example:

- Flat = Apartment
- Kid = Child
- Sofa = Settee

b) Antonym

According to Crystal (1999), antonym can be defined as lexemes which are opposite in meaning. It refers to relation of oppositeness of meaning.

For example:

- Alive >< dead
- Wife >< husband
- Female >< male

### c) Hyponym

According to Crystal (1999), hyponym is less familiar term to most people than either synonym or antonym, but it refers to a much more important sense relation of inclusion.

For example:

Salmon and goldfish are hyponym of the word 'fish', which in turn is a hyponym of the term animal.

The researcher used Gairns and Redman's (1998) theory for indicator vocabulary mastery test. the indicator consists of Antonym, Synonym, Hyponym, Meaning, and Noun. The reason researcher choose this indicator was because it was in accordance with the tenth grade English syllabus, and they had studied this material or indicator.

## B. Previous Related Studies

In order to provide strong foundation of the present study, there are some previous studies which were followed by researcher. First is a research entitled "The Correlation of Students' Listening Habit in English Conversation with Vocabulary Mastery of the Second Semester Students' English Education at Teacher Training and Education Faculty at Batanghari University Academic Year 2015/2016", research is conducted by Kurniati (2017). Based on the findings, this study found a correlation of students' listening habit in English conversation with students' vocabulary mastery. The research was a descriptive quantitative. The result of correlation analysis show there is correlation with very low correlation (0.000 – 0.199) of variable X and variable Y. The

calculation of spearman rank shows that there is positive correlation, with the value coefficient correlation is 0,075, the value of  $Z_{\text{count}} = 0.570$  because the  $Z_{\text{table}} = 1.96$  with significant level 5%, it can be concluded that  $Z_{\text{count}} 0.570 < Z_{\text{table}} 1.96$ , then  $H_0$  is accepted and  $H_a$  is rejected. That's mean there is no significant correlation between students listening habit in English conversation and students' vocabulary mastery.

The second, study by Sari Ramadhani (2017) who tried to find out the correlation between English Education Department of Universitas Muhammadiyah Yogyakarta Students' Habit of Listening to English Songs and Their Motivation in Learning English. The title is The Correlation Between English Education Department of Universitas Muhammadiyah Yogyakarta Students' Habit of Listening to English Songs and Their Motivation in Learning English. The researcher took students batch 2016 of EED of UMY as the target population for this research as many as 91 students. The mean score of the English Education Department of UMY students' habit of listening to English songs was 2.72 which meant that students generally often listen to English songs when they learn English. The mean score of the EED of UMY students' motivation in learning English was 3.35 which mean that students' batch 2016 had high motivation in learning English. The  $r$  value of the correlation between students' habit of listening to English song and students' motivation were 0.386. The  $r$  value is higher than  $r$  table which is 0.220. It can be concluded that there is a moderate correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

The third, study come from Nurjanah, Ira Miranti, and Nina Dwiastuty (2018) tried to find out the correlation between students' habit in listening song and students' English listening skill. The title is The Correlation Between Students' Habit in Listening Song and students' English Listening Skill. This method of this research is used a survey with correlational analysis. The research conducted at twelve grade students of the senior high school Trampil, East Jakarta. The result of the research is there are a positive and significant correlation between students' habit in listening song and English listening skill. It is shown in the score of  $F_{\text{observed}}$  is 39.286 and Sig is 0.000. The score of  $F_{\text{observed}}$  is more than  $F_{\text{table}}$  ( $>3.25$ ), and the score of Sig is less than 0.05 ( $<0.05$ ). Based on that result, we can conclude that the better of students' habit in listening song, the better students' listening skill.

The last previous study takes from thesis with title: The Correlation Between Students' Habit in Listening to English Song and Vocabulary Mastery at IAIN Palangka Raya by Kartika (2019) from Department of Language Education, Faculty of Teaching Training and Education branch of IAIN Palangka Raya. The aim of this research was to find out the correlation between students' habit in listening to English songs habit and their vocabulary mastery. This study used correlational method by using quantitative approach. The researcher used two kind instruments for collecting the data, questionnaire and test. Finally, this research found listening to English songs can give a contribution to improve students' vocabulary mastery. The relative contribution of students' habit in listening to English songs to students' vocabulary mastery

was 25.6036%, it's mean there is a positive correlation between students' habit in listening to English songs and vocabulary mastery.

*Table 2.9 The Differences and Similarities with Previous study*

No.	Writer, Title, Year	Similarity	Different
1	Erisa Kurniati, The Correlation of Students' Listening Habit in English Conversation with Vocabulary Mastery of the Second Semester Students' English Education at Teacher Training and Education Faculty at Batanghari University Academic Year 2015/2016, 2017	The similarities of this previous study and current study is similar to correlational study and focus on listening habit and vocabulary mastery.	There are differences in the variables of each study which the listening habit in this previous study is focus on listening habit in English conversation, data collection techniques in previous study used Spearman Rank Formula, and different research location.
2	Sari Ramadhani, The Correlation Between English Education Department of Universitas Muhammadiyah Yogyakarta Students' Habit of Listening to English Songs and Their Motivation in Learning English, 2017.	The similarities of current study and this previous study is similar to correlational study and focus on habit in listening to English skill.	The differences are this previous study researching in university level, only has two variables, and correlated among students' motivation in learning English.
3	Nurjanah, Ira Miranti, and Nina Dwi Astuty, The Correlation Between Students' Habit in Listening Song and students' English Listening Skill, 2018	The similarities of current study and this previous study is similar to correlational study and focus on students' habit in listening to English songs and listening skill.	The differences are the variables, the object, and the method for collecting the data. There are three variables in current study, and the previous study just two variables. Also the current study used



			questionnaire and test for collecting the data, while in previous study used a survey with correlational analysis.
4	Dewi Aprilia Kartika, The Correlation Between Students' Habit in Listening to English Song and Vocabulary Mastery at IAIN Palangka Raya, 2019	Both are correlation studies, and the research instruments are the same using questionnaires and tests.	The different in this research is the variables and research location. The previous study was focus on the habit of listening to English songs at the university level, while this research focused on the high school level.

### C. Rationale

In this study, the researcher focus on the correlation between students' habit in listening to English songs and vocabulary mastery toward students' listening skill. When the researcher did the pre-observation, find some facts about the problem that is faced by the students, first a bore method in process of teaching learning, second there is no variation way in explaining materials, which is made the students feeling hard to follow the teaching learning process and make students unable to explore the material further. The phenomenon of the popularity of western songs among students today makes researcher interested in conducting deeper research by associating this phenomenon with learning English. English songs are not just fun and interesting. They are helpful in teaching a variety of English skills as well.

The first is the relationship between students' habits in listening to English songs and vocabulary mastery. The habit of listening to songs in English can be an exercise in students' vocabulary mastery. When listening to songs, students tend to follow the lyrics and rhythm. It helps students catch English words easily. Indirectly they will also search for the meaning of the word, so that their vocabulary mastery increases. According to Griffé, as quoted in Despita (2020), sensitivity to rhythm is a fundamental and necessary first step in learning a language. So if the students' habit in listening to English songs are high, their vocabulary mastery will improve.

The second is the relationship between students' vocabulary mastery and listening skill. According to Alqahtani (2015), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. If someone doesn't master the vocabulary, it will be difficult for them to be able to communicate well. Students who have a lot of vocabulary will help students in composing sentences, speak more clearly, easier to listen to the speech, also clear reading texts or books. Likewise, when students excel in listening skills, students will find it easier to practice communicating directly. That's why students need to master vocabulary and improve their listening skills in order to understand other skills. Listening is typically the first language skill to develop in first language users and serves as a gateway to other skills (Siegel, 2015).

The last is relationship between students' habit in listening to English songs and vocabulary mastery toward listening skill. From that theories above, can be seen that habit in listening to English songs is one of the way to improve

students' vocabulary mastery and their listening skill easily. Students can practice their listening skills by listening intently to English songs. The students will feel unfamiliar with the new terms they have heard when listening to English music becomes a common activity for them because they are likely to hear the lyrics in the songs frequently. The lyrics and the beat of the songs tend to be followed by the students when they listen to them. It makes it simple for students to acquire new English words, which can help them to increase their vocabulary. Likewise, with listening to songs in English, which helps students in listening activities.

Based on the facts above, it can be said that students' habit of listening to English songs and vocabulary mastery toward listening skills, there is a positive correlation which the researcher tries to prove that correlation.

#### **D. Hypothesis**

Based on the theory above, the researcher make the hypothesis as follows:

1. There is a positive significant correlation between habit in listening to English song and vocabulary mastery at the tenth grade students of SMK Al Islam Surakarta.
2. There is a positive significant correlation between vocabulary mastery and listening skill at the tenth grade students of SMK Al Islam Surakarta.
3. There is a significant correlation between habit in listening to English song and vocabulary mastery toward listening skill at the tenth grade students of SMK Al Islam Surakarta.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research method that used is quantitative research and correlation method to analyze the correlation between students' habit in listening to English songs, students' vocabulary mastery and students' listening skill. The reason of choosing this method is the researcher want to know the strength of the relation of two or more variables based on correlation coefficient.

Quantitative research is the analysis of using quantitative analysis tools, the analysis tool that uses models, such as mathematical models, statistical models, and econometrics (Misbahuddin and Hasan, 2013). According to Nunan (1992) noted that there are three possible outcomes in correlational studies: positive correlation, negative correlation, and no correlation. The correlation coefficient is a measure of the correlation's strength, with a range of -1.00 to +1.0. A score of +1 indicates a perfect positive association. The result of a complete negative correlation is -1. For detail information, can be explained as follows:

##### 1. Positive correlation

It means that both variables improve or decrease at the same time. A correlation coefficient closes to  $\pm 1.00$ . It indicates a strong positive correlation.

## 2. Negative correlation

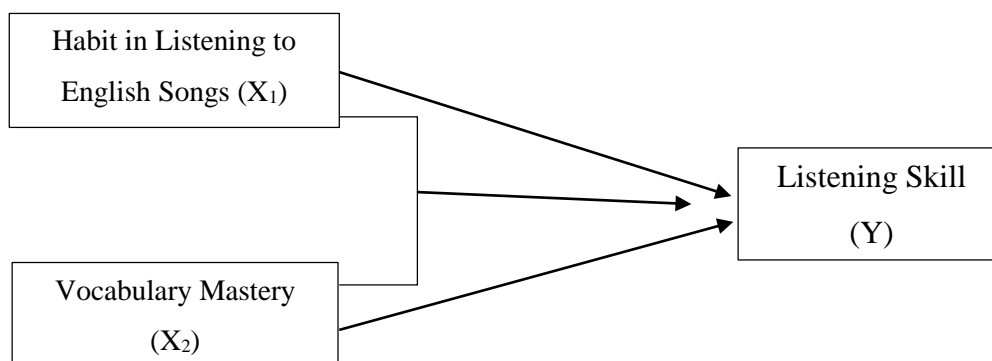
It means that as the amount of one variables increase and the other decrease. A correlation coefficient closes to  $-1.00$ . It indicates a strong negative correlation.

## 3. No correlation

It indicates that there is no relationship among the variables. A correlation coefficient of  $0$  indicates no correlation.

In this research, the researcher will examine the relationship between three variables; two independent variables ( $X_1$ = Habit in listening to English songs and  $X_2$ = Students' vocabulary mastery) and one dependent variable ( $Y$ = Listening skill).

*Figure 3.1 The relationship of three variables can be seen below:*



## B. Research Setting

### 1. Place of Research

The researcher will conduct the research at SMK Al Islam Surakarta in tenth grade students in academic year of 2022/2023. This school located

at Jl. Honggowongso No. 28A Kemlayan, Kecamatan Sondakan, Kabupaten Surakarta, Jawa Tengah 57147, Indonesia.

## 2. Time of Research

From November 2022 to June 2023, researcher worked on this project for several months. The research time lining is a follows:

*Table 3.1 Timeline of Research*

Activities	Month							
	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023
Title Submission								
Pre-research								
Writing Proposal								
Consultation and Guidance								
Proposal Seminar								
Conduct the Research on the Field								
Collecting and Analyzing Data								
Writing Chapter IV-V								
Report the Research								

## **C. Population, Sampling and Sample**

### **1. Population**

According to Creswell (2005:145) population is a group of individuals who have the same characteristic. The tenth grade of SMK Al Islam Surakarta has three classes with two programs, they are two class of TKJ (Teknik Komputer dan Jaringan) and one class of TJA (Teknik Jaringan dan Akses). In this research, the researcher took all the tenth grade students of SMK Al Islam Surakarta in the academic year 2022/2023 as a population.

### **2. Sampling**

Arifin (2012) states that sampling is a method of taking sample out of population and usually following sampling which is used. In this research, the researcher used cluster random sampling to get the sample. Fraenkel and Wallen (2009) stated that cluster random sampling is the selection of groups, or cluster, of subject rather than individuals. All individuals in a cluster are included in the sample; the clusters are preferably selected randomly from the larger population of clusters.

The step of selecting the class are as follow:

- 1) Listing the code of all the classes
- 2) Writing down the code of each class on paper and rolling the papers.
- 3) Putting all rolled papers into a box.
- 4) Shaking the box.

- 5) Taking one of rolled papers from the box randomly, then the result will be the sample of the research.

### **3. Sample**

According to Sugiyono (2007), a sample is a group of objects that were examined or tested, selected randomly from the group of larger objects that have the same characteristics. In this research, the researcher took one class randomly from the three classes of the tenth grade students of SMK Al Islam Surakarta in Academic year of 2022/2023, that is X TKJ 1 as a sample for this research which consists of 23 students.

#### **D. Techniques of Collecting the Data**

The researcher used questionnaire and test as the techniques to collect the data for the research. The questionnaires are used to obtain the data of the student's habit of listening to English songs, while the test is used to collect the data of vocabulary mastery and listening skill.

##### **a) Questionnaire**

Questionnaire is used to get the data of students' habit in listening to English songs. Kothari (1990) stated that questionnaire is sent to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and answer the questions on their own.



The researcher used a closed direct questionnaire. Closed questionnaire is questionnaire given in structured form. So that, the respondent is inquired to choose one of response which is available. A closed direct questionnaire is a questionnaire about respondent that must be answered by the respondent him/herself and there are several answers that have been provided so that a respondent only chooses the most appropriate answer to collect the data of the students' habit in listening to English songs.

In this research, the questions in the questionnaire were written in Bahasa Indonesia in order to make easier the respondents answer the questions. The questionnaire is fully adopted from Mubarak (2017). The scale will be used in questionnaires is likert scale. Riduan (2010) defines likert scale is which is used to measure attitude, behavior, opinion, and perception about event or social symptoms. The respondents are expected to choose one of the choices that they think are closely matched with their condition at the time in the habit of listening to English songs.

In determining student scores, the researcher first determined the item scores of each statement in the questionnaire. The likert scale could be seen in the table below:

*Table 3.2 Likert Scale*

Positive Statement			Negative Statement		
Selalu	SL	4	Selalu	SL	1
Kadang-kadang	KD	3	Kadang-kadang	KD	2
Jarang	JR	2	Jarang	JR	3
Tidak Pernah	TP	1	Tidak Pernah	TP	4

**b) Test**

A test can be defined as systematic procedure for observing one's behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1995). In this research, the researcher used vocabulary test to measure students' vocabulary mastery and used listening test to measure students' listening skill.

For vocabulary mastery, the researcher adopted from Mubarak (2017). In this test, the researcher applied 25 items of test. The form of test was multiple choice that consist of a, b, c, or d answer. The multiple choice test is kind of an objective test. An objective test is a test that has right or wrong answers and so can be marked objectively. Objective tests are popular because they are easy to prepare and take, quick to mark, and provide a quantifiable and concrete result (British Council,2015).

For listening skill, the researcher adopted from Hayati (2013). The instrument of listening skill was multiple choice test that consist of a, b, c, d, or e answer. The students choose the right answer to each questions. The total items of listening skill test are 20 items.

## E. Research Instrument

### 1. Questionnaire

The questionnaire was used to get data of students' habit in listening to English songs. The questionnaire consists of 25 items and each item has four options with the scale of scale from 4 to 1 for positive statement, and 1 to 4 for negative statement.

*Table 3.3 The Blueprint of Habit in listening to English Songs (X<sub>1</sub>)*

Theory	Indicator	Item Number		Total Item
		Positive	Negative	
(Murphey, 1992:14)	Repetitive action	1,2,3,4,5,6	7,8,9	9
	Attention	10,11,12,13,14,15	16,17,18	9
	Getting meaning	21,22,23,24	19,20,25	7
<b>Total</b>				<b>25</b>

### 2. Test

There are two types tests of this instruments. The first is vocabulary mastery test. The types of this test is objective test. In the form of vocabulary test is multiple choice test consisting of 25 items and four distractors that are a, b, c, and d. The researcher marks 4 for each item if the students answer correctly, and marks 0 if the students answer incorrectly. The score is calculated using a predetermined formula, so the total score if all answers are correct is 100.

*Table 3.4 The Blueprint of Vocabulary Mastery (X<sub>2</sub>)*

Theory	No.	Indicator	Number of Item	Total Item
(Gairns and Redman, 1998:22)	1	Antonym	1,2,3,4,17	5
	2	Synonym	7,11,18,22,23	5
	3	Hyponym	6,13,14,15,16	5
	4	Meaning	5,8,9,10,19	5
	5	Noun	12,20,21,24,25	5
<b>Total</b>				<b>25</b>

The second is listening skill test. The types of this test is objective test. In the form of listening skill is multiple choice test consisting of 20 items and five distractors that are a, b, c, d, and e. The researcher marks 5 for each item if the students answer correctly, and marks 0 if the students answer incorrectly. The score is calculated using a predetermined formula, so the total score if all answers are correct is 100.

*Table 3.5 The Blueprint of Listening skill (Y)*

Theory	No.	Indicator	Number of Item	Total Item
(Brown, 2006:6)	1	Listening for specific information	1,4,8,10,12,13,16	7
	2	Listening for main idea	2,7,11,15	4
	3	Listening for inference	3,5,6,9,14,17,18,19,20	9
<b>Total</b>				<b>20</b>

## F. Data Validation

### 1. The Validity of the Instrument

The validity, as Nunan (1992) stated, has to do with the extent to which a piece of research actually investigates what the researcher purports

to investigate. There are two types of validity: internal validity and external validity. Internal validity can be reached if there is a match between parts of the instrument in the whole of the instrument. External validity is an instrument testing to find whether dependent an independent variable has an equal result (Suharsimi, 2006). The researcher will use internal validity to measure the validity of questionnaire and test since the researcher analyzed the items of the instruments whether they appropriate or not. The formula used to measure the validity is *Product Moment Formula* as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

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

## 2. The Reliability of the Instrument

According to Sugiyono (2017) stated that the reliability test is the extent to which the results of measurements using the same object, will generate the same data. To measure the reliability of students' habit in listening to English songs and students' vocabulary mastery toward listening skill, the researcher will use the Alpha Cronbach Formula as follow:

$$r_{L1} = \left[ \frac{k}{k-1} \right] \left( 1 - \frac{\sum S_i^2}{S_t^2} \right)$$

Where:

$r_{L1}$  = The coefficient of reliability

K = The number of valid items on the test

$S_i$  = The variance of each item

$S_t$  = The variance of all scores on the total test

## G. Techniques of Analyzing the Data

After collecting the data through questionnaire, testing vocabulary and listening skill, the next step is to analyze them to know whether there is a positive correlation between habit in listening to English songs ( $X_1$ ) and listening skill (Y), vocabulary mastery ( $X_2$ ) and listening skill (Y), habit in listening to English songs ( $X_1$ ) and vocabulary mastery ( $X_2$ ) toward listening skill (Y). Analyzing the data is conducted through the following steps:

### 1. Data Description

#### a) Mean

Mean is an explanation technique group based on the average score of the group. Mean is obtained by using the formula:

$$Me = \frac{\sum X}{n}$$

Where:

Me = Mean (average)

$\sum X$  = The total of the value

$n$  = The total of the individuals

**b) Median**

This analysis is used to describe the variable data research on how much the middle score of the study variables. The median score is obtained by using the following formula:

$$Md : b + p \left[ \frac{\frac{1}{2}n - F}{r} \right]$$

Where:

$Md$  = median

$b$  = lower limit

$n$  = respondents

$F$  = the total frequency

$F$  = median frequency

**c) Mode**

This analysis is used to describe the variable data research on how much score than often emerges from the research variables. The modus score is obtained by using the following formula:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Where:

$Mo$  = Mode

$b$  = The limit of interval class with the highest frequency

$p$  = Interval class length with the highest frequency

$b_1$  = Frequency on modus class subtracted the highest interval class previously

$b_2$  = Frequency on modus class subtracted the highest interval class thereafter

**d) Range**

Range is the gap between the highest and the lowest value in a data group. It is gained by subtracting the highest value with the lowest value.

$$R = X_t - X_r$$

Where:

$R$  = Range

$X_t$  = The highest value

$X_r$  = The lowest value

**e) Standard deviation**

Standard deviation is the distance of an individual value from the mean.

$$Sd : \sqrt{\frac{1}{n-1} \left\{ \sum f_1 (x_1)^2 - \frac{(\sum f_1 X_1)^2}{n} \right\}}$$

Where:

$Sd$  = Standard deviation

$n$  = Total of sample



## 2. Prerequisite Test

Before the researcher done the test of hypothesis, the early step is pre-requirement analysis.

### a) Normality Testing

Normality test is used to know whether the variable data research distribution is normal or not. The normality test is analyzed by Lilliefors test formula through Microsoft excel 2016 for windows 10. Comparing the significance score is a way of determining whether or not the data distribution is normal, with the standard significant ( $\alpha$ ): 0.05. If significance value is lower than 0.05; it means that the data are not in normal distribution. Likewise, if significance value is higher than 0.05; it means the data are in normal distribution. Normality test in this research uses Microsoft excel 2016 for windows 10. The formula of normality test is a follow:

$$SD = \sqrt{\frac{\sum (X_i - \bar{x})^2}{n_i - 1}} \quad Z_i = \frac{(X_i - \bar{X})}{SD}$$

### b) Linearity Testing

Linearity testing aimed to know whether the pattern of the independent variables (X1 and X2) with the dependent variable (y) has linear form or not. Linearity test in this research uses F test with the significant 5% with Microsoft excel 2016 for windows 10. The formula of F test is as follow:

$$F_{reg} = \frac{s^2_{reg}}{s^2_{res}} \text{ and } F_{reg} = \frac{s^2_{rc}}{s^2_e}$$

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2}$$

$$b = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2}$$

The regression  $\bar{Y} = a + bX$

Where:

$F_{\text{reg1}}$  = The significance of regression

$F_{\text{reg2}}$  = The linearity of regression

$S^2_{\text{reg}}$  = The variance of regression

$S^2_{\text{res}}$  = The variance of residual

$S^2_{\text{rc}}$  = The variance due to linear regression

$S^2_{\text{e}}$  = The variance of error

The criteria of this test is if the result of  $F_{\text{obtained}}$  is higher than 0.05, so that the correlation is linear and the regression analysis can be use

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

##### 1. Description of the Data

The research description is based on the score from questionnaire to know the students' habit in listening to English songs and the score of test to know the vocabulary mastery and listening skill at the tenth grade students SMK Al Islam Surakarta. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of histogram. The computation of mean, median, mode, etc. the researcher used Microsoft excel 2016 for windows 10 and the result is a follow.

##### a. The data of students' habit in listening to English songs

The data of students' habit in listening to English songs is collected from questionnaire. The questionnaire consists of 25 items which are valid by using expert judgment. The respondents who did the test are 23 students at the tenth grade students of SMK Al Islam Surakarta as the sample of the research. From the result of students' habit in listening to English songs questionnaire, it is known that the highest score is 90 and the lowest score is 56. Then, the range is 34, the sum of scorecard is 1668 and the mean is 72,52. The data of students' habit in listening to English songs can be seen in the table below.

*Table 4.1 The data of students' habit in listening to English songs*

No.	Classification	Result
1	The highest score	90
2	The lowest score	56
3	Score range	$90 - 56 = 34$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 23$ $= 1 + (3.3) 1.36$ $= 5.49$ $= 5 \text{ (rounded)}$
5	The length of the interval	$\text{Range} : I = 34 : 5 = 6.8$ $= 7 \text{ (rounded)}$

It can be concluded that the ability of the students in answering questionnaire of students' habit in listening to English songs at tenth grade students of SMK Al Islam Surakarta is various. The frequency distribution of the scores can be seen on the following table:

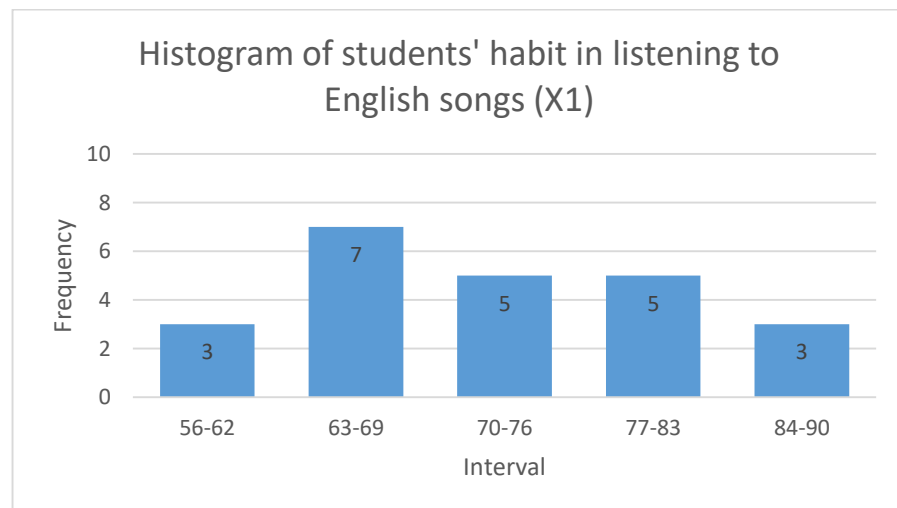
*Table 4.2 The Frequency Distribution of Students' Habit in Listening to English Songs ( $X_1$ )*

Interval Score	Mid Point	F	%	Cumulative
56-62	59	3	13	13
63-69	66	7	30	43
70-76	73	5	22	65
77-83	80	5	22	87
84-90	87	3	13	100
		23	100	

The table above explains about the frequency distribution of students' habit in listening to English songs score. Based on the table above, there are three students who get score 56-62 and the percentage is 13%. There are seven students who get score 63-69 and the percentage is 30%. There are five students who get score 70-76 and the percentage

is 22%. There are five students who get score 77-83 and the percentage is 22%. There are three students who get score 84-90 and the percentage is 13%.

Therefore, the researcher can take conclusion that the score of habit in listening to English songs questionnaire at the tenth grade students of SMK Al Islam Surakarta is various. Then, the frequency distribution of the students' habit in listening to English songs data can be seen on the following histogram.



**Figure 4.1 Histogram of Students' Habit in Listening to English Songs (X1)**

b. The data of students' vocabulary mastery ( $X_2$ )

The data of students' vocabulary mastery are collected from a test. The test consists of 25 items which are valid. The respondents who did the test are 23 students of X TKJ 1 at the tenth grade students of SMK Al Islam Surakarta as the sample of the research. From the result of students' vocabulary mastery test, it is known that the highest score is 96 and the lowest score is 72. Then, the range is 24, the sum of scorecard

is 1860 and the mean is 80,87. The median is 80,00, the mode is 80,00, and the standard deviation is 6,26. the data can be seen on the table below.

*Table 4.3 The data of students' vocabulary mastery test (X2)*

No	Classification	Result
1	The highest score	96
2	The lowest score	72
3	Score range	$96-72 = 24$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 23$ $= 1 + (3.3) 1.36$ $= 5.49$ $= 5 \text{ (rounded)}$
5	The length of the interval	$\text{Range : } I = 24 : 5 = 4.8$ $= 5 \text{ (rounded)}$

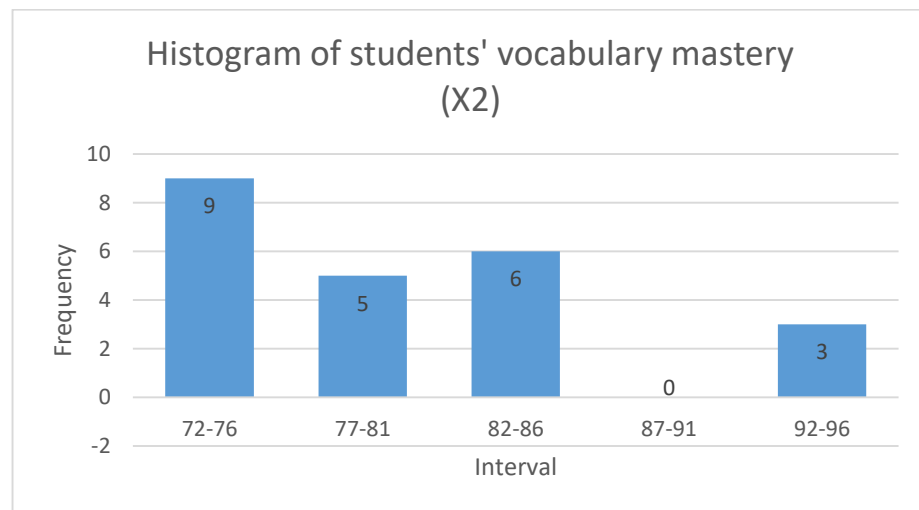
The frequency distribution of the scores can be seen on the following table.

*Table 4.4 The Frequency Distribution of Students' Vocabulary Mastery (X2)*

Interval score	Mid Point	F	%	Cumulative
72 – 76	74	9	39	39
77 – 81	79	5	22	61
82 – 86	84	6	26	87
87 – 91	89	0	0	87
92 - 96	94	3	13	100
		23	100	

The table above explains about the frequency distribution students' vocabulary mastery score. Based on the table above, there are nine students who get score 72-76 and the percentage is 39%. There are five students who get score 77-81 and the percentage is 22%. There are six

students who get score 82-86 and the percentage is 26%. There is no student who get score 87-91 and the percentage is 0%. There are three students who get score 92-96 and the percentage is 13%. Then, the frequency distribution of the students' vocabulary mastery data can be seen on the following histogram.



*Figure 4.2 Histogram of Students' vocabulary mastery (X<sub>2</sub>)*

c. The data of students' listening skill (Y)

The data of students' listening skill are collected from a test. The test consists of 20 items which are valid. The respondents who did the test are 23 students of X TKJ 1 at the tenth grade students of SMK Al Islam Surakarta as the sample of the research. From the result of students' vocabulary mastery test, it is known that the highest score is 90 and the lowest score is 65. Then, the range is 25, the sum of scorecard is 1740 and the mean is 75,65. The median is 75,00, the mode is 80,00, and the standard deviation is 6,79. the data can be seen on the table below.

*Table 4.5 The Data of Students' Listening Skill (Y)*

No	Classification	Result
1	The highest score	90
2	The lowest score	65
3	Score range	$90 - 65 = 25$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 23$ $= 1 + (3.3) 1.36$ $= 5.49$ $= 5 \text{ (rounded)}$
5	The length of the interval	Range : $I = 25 : 5 = 5$

The frequency distribution of the scores can be seen on the following table.

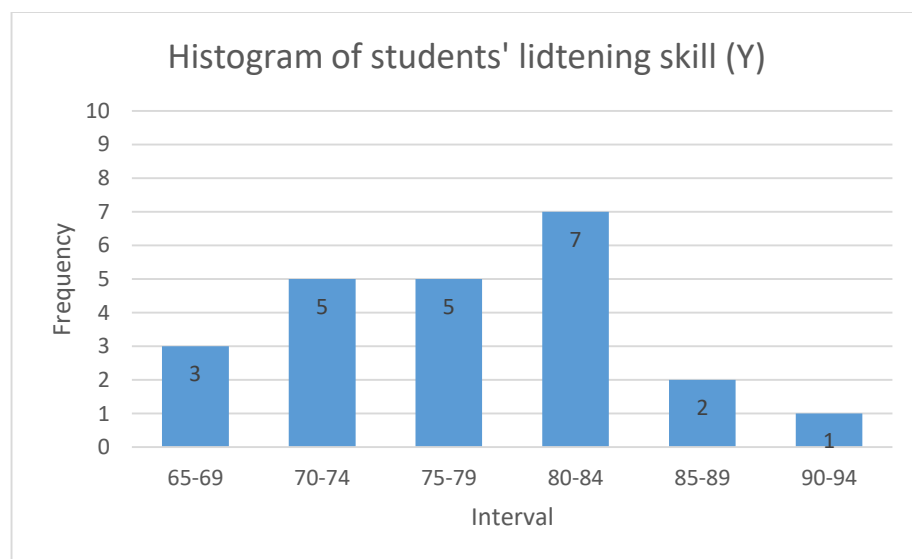
*Table 4.6 The Frequency Distribution of Listening Skill (Y)*

Interval score	Mid Point	F	%	Cumulative
65-69	67	3	13	13
70-74	72	5	22	35
75-79	77	5	22	57
80-84	82	7	30	87
85-89	87	2	9	96
90-94	92	1	4	100
		23	100	

The table above explains about the frequency distribution students' listening skill score. Based on the table above, there are three students who get score 65-69 and the percentage is 13%. There are five students who get score 70-74 and the percentage is 22%. There are five students who get score 75-79 and the percentage is 22%. There are seven students who get score 80-84 and the percentage is 30%. There are two students



who get score 85-89 and the percentage is 9%. There is one student who get score 90-94 and the percentage is 4%. Then, the frequency distribution of the students' vocabulary mastery data can be seen on the following histogram.



*Figure 4.3 Histogram of Listening Skill (Y)*

## 2. Data Analysis

The data analysis of the research consists of pre-requirement testing and hypothesis testing. Before testing the hypothesis, it is necessary to test the pre-requirement test by using normality and linearity test.

### a. Pre-requirement Testing

There are two pre-requirement testing in this research, those are normality testing to know the distribution of the data normal or not and linearity testing to know the form of linear or not.

### 1) Normality Testing

Normality testing distribution is purposed to know whether the variable data of research distribution is normal or not. There are three kinds of testing normality data in this research such as: normality of students' habit in listening to English songs, normality of students' vocabulary mastery and normality of students' listening skill. To computer the normality of the data, the researcher used Lilliefors test formula through Microsoft excel 2016 for windows 10 at the level of significant 5% and the result of the computation of the normality test can be seen on the following explanation.

**Table 4.7 Normality testing (Lilliefors): Students' habit in listening to English songs (X1), students' vocabulary mastery (X2), and students' listening skill (Y)**

No	Variable	Lilliefors score	Significance	Conclusion
1	Habit in listening to English songs (X <sub>1</sub> )	0,0846	0,1798	Normal
2	Vocabulary Mastery (X <sub>2</sub> )	0,1781	0,1798	Normal
3	Listening skill (Y)	0,1451	0,1798	Normal

The data obtained on the table above can be explained as follow:

a) Normality test of students' habit in listening to English songs

Based on the computation of normality, the normality testing distribution from students' habit in listening to English songs for 23 respondents at the tenth grade students of SMK Al Islam Surakarta at the level of significance  $\alpha = 0.05$  is 0,1798. The result shows that variable data of students' habit in listening to English songs is normal distribution because the  $L_o = 0,0846$  is lower than  $L_{table} = 0,1798$ .

b) Normality of students' vocabulary mastery

Based on the table test of normality above, the normality testing distribution from students' vocabulary mastery for 23 respondents at the tenth grade students of SMK Al Islam Surakarta at the level of significance  $\alpha = 0.05$  is 0,1798. The result shows that variable data of students' vocabulary mastery is in normal distribution because the  $L_o = 0,1781$  is lower than  $L_{table} = 0,1798$ .

c) Normality of students' listening skill

Based on the table tests of normality above, the normality testing distribution from students' listening skill for 23 respondents at the tenth grade students of SMK Al Islam Surakarta at the level of significance at the tenth grade students of SMK Al Islam Surakarta at the level of significance  $\alpha = 0.05$  is 0,1798. The result shows that variable data of students'

listening skill is in normal distribution because the  $L_o = 0,1451$  is lower than  $L_{table} = 0,1798$ .

## 2) Linearity Testing

Linearity testing is purposed to know whether two variables, which will be done by statistical analysis correlation show the linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity testing, the research used F test at the level significant  $\alpha = 0.05$  through Microsoft excel 2016 for windows 10. The result of linear testing can be seen on the table below.

*Table 4.8 The linear testing hypothesis X1-Y and X2-Y*

No	Variables	$F_{table}$	$F_{count}$	Conclusion
1	$X_1 - Y$	3.94	-0.4	Linear
2	$X_2 - Y$	2.96	2.02	Linear

### a) Linearity testing of students' habit in listening to English songs ( $X_1$ ) and Listening Skill ( $Y$ )

Based on the computation tests of linearity, the linearity testing from students' habit in listening to English songs and students' listening skill for  $N = 23$  at the level of significance  $\alpha = 0.05$  is linear. The result is  $F_{count} = -0.4$  is lower than value of  $F_{table} = 3.94$ . It means that the data of habit in listening to English songs and listening skill have linear correlation from score at the tenth grade students of SMK Al Islam Surakarta.

- b) Linearity testing of students' vocabulary mastery (X2) and listening skill (Y)

Based on the computation of linearity testing above, the linearity testing from students' vocabulary mastery and students' listening skill for  $N = 23$  at the level of significance  $\alpha = 0.05$  is linear. The result of  $F_{\text{count}} = 2.02$  lower than  $F_{\text{table}} = 2.96$  it can be seen that the linearity testing from students' vocabulary mastery and students' listening skill at the tenth grade students of SMK Al Islam Surakarta are linear.

### 3. Hypothesis Testing

- a. First Hypothesis

The first hypothesis of this research is there a positive correlation between habit in listening to English songs (X1) and vocabulary mastery (X2) at the tenth grade students of SMK Al Islam Surakarta. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through Microsoft excel 2016 for windows 10. The statistical formulations of the first hypothesis are as follow:

- 1)  $H_0: R_{xy} < 0$ . It means that there is no correlation between X1 and Y.
- 2)  $H_a: R_{xy} > 0$ . It means that there is a positive and significant correlation between X1 and Y.

$R_{x1y} = 0.967$
-------------------

Based on the result above, it is found that the coefficient correlation ( $r_{xy}$ ) between students' habit in listening to English songs (X1) and students' listening skill (Y) or  $r_{xy}$  is 0.967. The coefficient of correlation table ( $r_{table}$ ) for  $N = 23$  at the level of significant  $\alpha = 0.05$  is 0.413.

It shows that  $r_{obtained}$  ( $r_{x1y}$ ) is higher than  $r_{table}$  ( $0.967 > 0.413$ ). it means that the correlation between students' habit in listening to English songs and students' listening skill is positive and very strong. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

The coefficient determination ( $r^2$ ) that is shows between students' habit in listening to English songs (X1) and listening skill (Y) is  $(0.967)^2 \times 100\%$ , it means that 93.50% variance of listening skill is influenced by students' habit in listening to English songs and the other 6.5% is influenced by other factors. The computation of correlation between students' habit in English songs can be seen in the appendix page.

b. Second Hypothesis

The second hypothesis of this research is there a positive correlation between students' vocabulary mastery (X2) and listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta. To test the hypothesis, the researcher analyzed the data using the Pearson Product Moment Formula through Microsoft excel 2016 for windows 10. The statistical formulations of the second hypothesis are as follow:

- 1)  $H_0: R_{x2y} < 0$ . It means that there is no correlation between X2 and Y.
- 2)  $H_a: R_{x2y} > 0$ . It means that there is a positive and significant correlation between X2 and Y.

$$R_{x2y} = 0.9478$$

Based on the result computation shows, it is found that the coefficient correlation ( $R_{xy}$ ) between students' vocabulary mastery (X2) and students' listening skill (Y) or  $r_{x2y}$  is 0.9478. the coefficient of correlation table ( $r_{table}$ ) for  $N = 23$  at the level of significant  $\alpha = 0.05$  is 0.413.

It shows that  $r_{obtained}$  ( $r_{x2y}$ ) is higher than  $r_{table}$  ( $0.9478 > 0.413$ ). it means that the correlation between students' vocabulary mastery (X2) and students' listening skill (Y) is positive and very strong. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

The coefficient determination ( $R^2$ ) that is shows between students' vocabulary mastery (X2) and listening skill (Y) is  $(0.9478)^2 \times 100\%$ . It means that 89.83% variance of listening skill is influenced by students' vocabulary mastery and the other 10.17% is influenced by other factors.

#### c. Third Hypothesis

The third hypothesis of the research is there a positive correlation between habit in listening to English songs (X1) and vocabulary mastery

(X2) toward listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta. This hypothesis is an alternative hypothesis ( $H_a$ ), to test the hypothesis,  $H_a$  is changed become null hypothesis ( $H_0$ ), it says that there is no correlation between habit in listening to English songs (X1) and vocabulary mastery (X2) toward listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta. The researcher analyzed the data using the Pearson Product Moment Formula through Microsoft excel 2016 for windows 10. The statistical formulation of the third hypothesis are as follow:

- 1)  $H_0: R_{xy} = 0$ . It means that there is no correlation between X1, X2, and Y.
- 2)  $H_a: R_{xy} > 0$ . It means that there is a positive and significant correlation between X1, X2 and Y.

$$R_{x1x2y} = 0.9671$$

The result of the computation shows that the correlation coefficient ( $r_{xy}$ ) between students' habit in listening to English songs (X1), students' vocabulary mastery (X2) toward listening skill (Y) is 0.9671. the value of  $r_{table}$  at the level significant  $\alpha = 0.05$  for  $N = 23$  is 0.413, the coefficient correlation is significant. It means that  $H_0$  is rejected. Therefore, it can be concluded that there is a positive correlation between students' habit in listening to English songs (X1) and vocabulary mastery (X2) toward listening skill (Y) on the tenth



grade students' of SMK Al Islam Surakarta in academic year of 2022/2023.

Finally, it found that the value of coefficient determination ( $R^2$ ) between students' habit in listening to English songs, students' vocabulary mastery, and listening skill is  $(0.9671)^2 \times 100\%$ . It means that 93.52% variance of listening skill is influenced by students' habit in listening English songs and students' vocabulary mastery, and the other is 6.48% is influenced by other factors. The computation of correlation between  $X_1$ ,  $X_2$ , and  $Y$  can be seen in appendix page.

## **B. Discussions**

In the previous sub-chapter, the researcher has analyzed the data from the questionnaire of students' habit in listening to English songs, the test of students' vocabulary mastery and listening skill at the tenth grade students of SMK Al Islam Surakarta. The analysis is used to know the objective of the study and the result of the problem statement in the previous chapter that entitled the correlation between habit in listening to English songs and vocabulary mastery toward listening skill at the tenth grade students of SMK Al Islam Surakarta.

The discussion of the research findings focuses on two sections, the descriptive analysis of each variables and the inferential analysis of each variable, which is the correlation between one dependent variable and two independent variables. The dependent variables are the students' habit in listening to English songs and vocabulary mastery, and the dependent variable is students' listening skill.

The description of each come variables come from data distribution based on the computation of the data from the test of X TKJ 1 students as the sample of the test with the number of students are 23 respondents. The result of data description shows that habit in listening to English songs (X1), vocabulary mastery (X2), and listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta are good with mean score 72.52 for X<sub>1</sub>, 80.87 for X<sub>2</sub> and 75.65 for Y.

For the data students' habit in listening to English songs, we know that the highest score is 90 and the lowest score is 56, so the range is 34. The median is 72.52, the mode is 69, the sum is 1668. The standard deviation is 9.15 and the frequency distribution of the score is with class interval 5 classes with 7 lengths.

For the data of students' vocabulary mastery, we know that the highest score is 96 and the lowest score is 72, so the range is 24. The median is 80, the mode is 70, the sum is 1860. The standard deviation is 6.26 and the frequency distribution of the score is with class interval 5 classes with 5 lengths.

For the data of students' listening skill that was collected from a test, we know that the highest score is 90 and the lowest score is 65, so the range is 25. The median is 75, the mode is 80, the sum is 1740. The standard deviation is 6.79 and the frequency distribution of the score is with class interval 5 classes with 5 length.

In the result of pre-requirement analysis, the researcher used two kinds of testing. It used to be the pre-requirement before doing hypothesis testing, those are: normality testing and linear testing. The normality testing used to know the

distribution of the data is normal or not., and the linearity testing is used to know whether two variables showed the linear relationship or not.

Based on the result of normality test in the research findings, it can be known that the data of students' habit in listening to English songs is in normal distribution because the significance (0.0846) is higher than 0,05. The data of students' vocabulary mastery also is in normal distribution because the significance (0,1781) is higher than 0.05. Then the data of listening skill also in normal distribution because the significance (0.1451) is higher than 0.05.

Based on the result in the research findings, there are two kinds of linearity in this research, those are: linearity of habit in listening to English songs ( $X_1$ ) and listening skill (Y). then, the second linearity is students' vocabulary mastery ( $X_2$ ) and listening skill (Y). The linearity testing from habit in listening to English songs and listening skill ( $X_1 - Y$ ) for  $N = 23$  at the level of significance  $\alpha = 0.05$  got the  $F_{\text{obtained}} > F_{\text{table}}$  ( $301.24 > 4.32$ ), because  $F_o$  is higher than  $F_t$ , the regression is significant. Then got the  $F_{\text{obtained}} < F_{\text{table}}$  ( $-0.4 < 3.94$ ) it means that the regression is linear because  $F_o$  is lower than  $F_t$ . The linearity of testing from students' vocabulary mastery and listening skill ( $X_2 - Y$ ) for  $N = 23$  at the level of significance  $\alpha = 0.05$  got the  $F_{\text{obtained}} > F_{\text{table}}$  ( $185.54 > 4.32$ ), because  $F_o$  is higher than  $F_t$ , the regression is significant. Then got the  $F_{\text{obtained}} < F_{\text{table}}$  ( $2.02 < 2.96$ ) because  $F_o$  is lower than  $F_t$ , it means that the regression is linear.

For the hypothesis data, can be seen on the discussions below:

1. The correlation between habit in listening to English songs ( $X_1$ ) and listening skill (Y)

The phenomenon of the popularity of English songs among teenagers, especially today's students, can be used as a medium for teaching English. Richard (2010) stated that habit of listening to English songs is the repeated act of listening to English music with his voice, paying attention, and trying to get the meaning of the group of English words contained in the song which is practiced continuously and is carried out without being adjusted unconsciously and then becomes a pattern of behavior that is automatically practiced.

Costa in Murqobin as quoted in Putri (2019) said that someone who has a habit especially in listening they will be a good listener, then if they become a good listener, they will listen closely to get the information that is useful and important for them. So, when someone has a habit in listening to English songs, they will listen closely to get the meaning of the song that they listen.

Based on those theories, can be adapted to the data that researcher obtain. For the testing of the first hypothesis, it is known that there is a positive correlation between habit in listening to English songs and listening skill. The computation shows that  $r_{obtained}$  is higher than  $r_{table}$  ( $0.967 > 0.413$ ). It means there is a positive correlation between students' habit in listening to English songs and listening skill at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination

between students' habit in listening to English songs and listening skill 0.967. It means that habit in listening to English songs has influence to listening skill. 93.50% variation of the listening skill is influenced by students' habit in listening to English songs and other 6.50% is influenced by other factors.

From this data can be concluded that the activity listening English songs will increase students' listening skill. As explained before, the need of listening English songs is compulsory for listening skill. If students listen to English songs and understand the main information, story and the vocabularies in that song is good, their listening skill are higher. It also indicates that the correlation between students' habit in listening to English songs and students' listening skill score is positive because the coefficient is positive.

## 2. The correlation between vocabulary mastery ( $X_2$ ) and listening skill (Y)

Songs can be effective tool in way to enhance students' vocabulary mastery. According to Kusnierek (2016), one advantage of using song in English class is that they provide linguistic material, such as vocabulary, pronunciation, or grammar. The content of songs is not only for entertainment, but it can also include a new method of learning language. The students will feel unfamiliar with the new terms they have heard when listening to English music becomes a common activity for them because they are likely to hear the lyrics in the songs frequently. The lyrics and the beat of the songs tend to be followed by the students when they listen to

them. It makes it simple for students to acquire new English words, which can help them to increase their vocabulary. Therefore, habit in listening to English songs can help students in mastering vocabulary mastery.

Griffe was quoted in Meutia (2014) mentions that sensitivity in rhythm is a basic and necessary first step in learning language. When listening to English songs becomes a routine of the students' activity, they will feel unfamiliar of the new words that they have heard because they probably ever listen to the words in the songs. So that, intensity in listening to English songs can help students catch the new word in English easily when they're in listening comprehension.

Based on those theories, can be adapted to the data that researcher obtain. From the second hypothesis, it is known that the correlation between students' vocabulary mastery ( $X_2$ ) and listening skill (Y). the computation shows that  $r_{obtained}$  is higher than  $r_{table}$  ( $0.947 > 0.413$ ). it means there is a positive correlation between students' vocabulary mastery and listening skill at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination between students' vocabulary mastery and listening skill is 0.947. It means that vocabulary mastery has influence to listening skill. 89.83% variation of the listening skill is influenced by students' vocabulary mastery and the other 10.17% is influenced by other factors.

From the data, it can be concluded that the improving of students' vocabulary mastery will increase their listening skill. Based on the

percentage of the how high the contribution of the correlation, it is important to increase the students' vocabulary mastery in English lesson specially to improve their listening skill.

3. The correlation between habit in listening to English songs ( $X_1$ ) and vocabulary mastery ( $X_2$ ) toward listening skill ( $Y$ )

Brown (2006) state that listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. In Richard (2010), habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. Students can practice their listening skills by listening intently to English songs. The students will feel unfamiliar with the new terms they have heard when listening to English music becomes a common activity for them because they are likely to hear the lyrics in the songs frequently. According to Davenellos as cited in Putri (2019) states that songs are not only fun, they have a serious purpose for language learning.

Listening English songs is an alternative way to learn vocabulary. Based on Cross as cited in Kartika (2019), listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. It will help students in learning a language for communicative purpose to acquire pronunciation, word stress, and vocabulary. In line with Sedita as cited in Astuti (2018) states that vocabulary knowledge is crucial in listening and determining how well students understand about the vocabularies. By listening to English songs,

students collect new vocabularies and usually they will find new words in the song then search for the meaning and its spelling immediately.

From the testing of the third hypothesis, it is known there is a positive correlation between habit in listening to English songs, vocabulary mastery, and listening skill. The computation shows that  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  ( $0.967 > 0.413$ ). It means that there is a positive correlation between habit in listening to English songs and vocabulary mastery toward listening skill at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination that is shown between habit in listening to English songs and vocabulary mastery toward listening skill ( $R^2$ ) is 0.967. It means that 93.52% variation of listening skill can be predicted by students' habit in listening to English songs and vocabulary mastery, while 6.48% can be predicted by other factors.

It can be concluded that the increasing the quality of habit in listening to English songs and vocabulary mastery will be followed by increasing of the listening skill. The higher students' habit in listening to English songs and vocabulary mastery, the higher students' listening skill will increase too. Listening skill is influenced by students' habit in listening to English songs and students' vocabulary mastery. As known, the percentage of students listening to English songs is quite high, so it is very possible for them to increase their vocabulary mastery through the lyrics of the songs they listen to. So that with high vocabulary mastery, their listening skill will also improve.



Based on the explanation above, the researcher assumes that students' habit in listening to English songs and vocabulary mastery is important to improve listening skill. Students can improve their listening skills through their habit in listening to English songs, so they don't feel burdened. Aside from being entertainment, English songs are also useful in teaching English, especially in improving vocabulary mastery and listening skill.

From all hypothesis above, it can be assumed that there is a positive correlation between habit in listening to English songs (X1), vocabulary mastery (X2), and listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the research finding and the discussion of the research finding has been provided in the purpose in the previous chapter, the researcher explained the conclusion of research according to the third of the objective of the study.

For the first hypothesis is known that there is a positive correlation between habit in listening to English songs (X1) and listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination (r) is 0.967. it means that 93.50% variance of listening skill (Y) is determined by students' habit in listening to English songs (X1), and 6.50% is determined by other factors. Based on the data, the positive correlation of the first hypothesis shows that Alternative Hypothesis (Ha) was received and null hypothesis (Ho) was rejected. By improving students' habit in listening to English songs, their listening skill will increase. Students' habit of listening English songs can build by teachers or students itself. Teacher should have more strange by increase their habit of listening to English songs, such as giving more assignments to listening.

Second, there is a positive correlation between students' vocabulary mastery (X2) and listening skill (Y) at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination (r) is 0.947. It means that 89.83% variance of listening skill (Y) is determined by students' vocabulary mastery (X2) and 10.17% is determined by other factors. The data of this hypothesis

also shows that Alternative Hypothesis ( $H_a$ ) was received and null hypothesis ( $H_o$ ) was rejected. The increase of vocabulary mastery will be followed by increase of students' listening skill. The higher vocabulary mastery, the higher students listening skill will be. By improving students' vocabulary mastery, their listening skill will increase.

Third, there is a positive correlation between habit in listening to English songs ( $X_1$ ) and vocabulary mastery ( $X_2$ ) toward listening skill ( $Y$ ) at the tenth grade students of SMK Al Islam Surakarta. The coefficient determination ( $r$ ) is 0.967. It means that 93.52% variance of listening skill ( $Y$ ) is determined by students' habit in listening to English songs ( $X_1$ ) and students' vocabulary mastery ( $X_2$ ), and 6.48% is determined by other factors. The increase of habit in listening to English songs and vocabulary mastery will be followed by the increase of listening skill. The higher habit in listening to English songs and vocabulary mastery, the higher students' listening skill will be. The percentage of contribution of this hypothesis is big, it can be considered by teachers and students to improve the habit in listening skill and vocabulary mastery for increasing the listening skill.

Based on the explanation above, can be concluded that there is a positive correlation between students' habit in listening to English songs and students' vocabulary mastery toward listening skill at the tenth grade students of SMK Al Islam Surakarta. A positive correlation means that the use of activity listening to English songs and the increase of students' vocabulary mastery can give impact to the students' listening skill.

## **B. Suggestions**

Based on the conclusion before, the researcher would like to give suggests as follows:

1. For teacher
  - a. The teacher should try using other media in the way to teach to be fun, like using a song or streaming from internet.
  - b. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words, so their vocabulary will increase.
2. For students
  - a. The students should give more attention about their daily activity, like listening songs able to improve their vocabularies and listening skill.
  - b. The students should improve their sensitivity to get lesson from any media or any activities that can lead to achieve higher achievement in English skill, especially in vocabulary mastery and listening skill.
3. For other researchers

The researcher realizes that the result of this research is still far from being perfect. There are still many weakness dealing with the theory or the other because of the limited skill of the research. The researcher expects that there will be other researcher who investigate same aspect relating with the researcher did, the researcher hope this research will be useful as a reference to their research.

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# APPENDICES



**APPENDIX 1****The Blueprint of Habit in Listening to English Songs (X<sub>1</sub>)**

<b>Theory</b>	<b>Indicator</b>	<b>Item Number</b>		<b>Total Item</b>
		<b>Positive</b>	<b>Negative</b>	
(Murphey, 1992:14)	Repetitive action	1,2,3,4,5,6	7, 8, 9	9
	Attention	10,11,12,13,14,15	16, 17, 18	9
	Getting meaning	21,22,23,24	19, 20, 25	7
<b>Total</b>				<b>25</b>

**Research Instrument (Questionnaire) of Habit in Listening to  
English Songs (X<sub>1</sub>)**

**Instruction:**

1. Read carefully the following statements.
2. Put a tick (✓) in the column provided.
  - SL : Always (*selalu*)
  - KD : Sometimes (*kadang*)
  - JR : Rarely (*jarang*)
  - TP : Never (*tidak pernah*)
3. There is no right or wrong answer.
4. Fill in according to your actual condition!

No.	Statement	SL	KD	JR	TP
1	I listen to English songs in my spare time to learn new vocabulary. ( <i>Saya mendengarkan lagu berbahasa inggris di waktu senggang untuk belajar kosa kata baru</i> )				
2	I spend a few minutes/hours listening to English songs to memorize/remember new English vocabulary. ( <i>Saya meluangkan waktu beberapa menit/ jam mendengarkan lagu berbahasa inggris untuk menghapalkan/ mengingar kosa kata baru dalam bahasa inggris</i> ).				
3	I listen to English songs in my free time to create a sense of fun when learning English. ( <i>Saya mendengarkan lagu berbahasa Inggris di waktu luang untuk menciptakan rasa senang ketika belajar bahasa Inggris</i> ).				
4	I usually listen to songs in English ( <i>Saya biasa mendengarkan lagu -lagu berbahasa Inggris</i> ).				
5	I listen to English songs to study ( <i>Saya mendengarkan lagu -lagu berbahasa Inggris untuk belajar</i> ).				
6	I don't usually listen to English songs, because I don't know the meaning				

	<i>(Saya tidak biasa mendengarkan lagu -lagu berbahasa Inggris, karena saya tidak mengetahui artinya)</i>				
7	Very difficult to memorize English songs for me <i>(Bagi saya sangat sulit untuk menghafalkan lagu -lagu berbahasa Inggris).</i>				
8	Since childhood I do not like listening to songs in English <i>(Sejak kecil saya tidak suka mendengarkan lagu -lagu berbahasa Inggris)</i>				
9	I can't record the lyrics of the English songs that I listen to. <i>(Saya tidak bisa mencatat lirik lagu -lagu berbahasa Inggris yang saya dengarkan).</i>				
10	I am very interested in listening to songs in English <i>(Saya sangat tertarik untuk mendengarkan lagu -lagu berbahasa Inggris).</i>				
11	The English songs that I listen to are interesting because the lyrics are good. <i>(Lagu -lagu berbahasa Inggris yang saya dengarkan menarik karena liriknya bagus)</i>				
12	The English songs that I listen to are fun because the music is nice to listen to. <i>(Lagu -lagu berbahasa Inggris yang saya dengarkan menyenangkan karena musiknya enak untuk di dengarkan).</i>				
13	I want to be able to speak English by listening to English songs <i>(Saya ingin bisa berbahasa Inggris dengan cara mendengarkan lagu -lagu berbahasa Inggris).</i>				
14	I can't learn English by listening to English songs <i>(Saya tidak bisa belajar bahasa Inggris dengan cara mendengarkan lagu -lagu berbahasa Inggris).</i>				
15	Even though I often listen to English songs, I still can't understand/know the lyrics. <i>(Meskipun saya sering mendengarkan lagu -lagu berbahasa Inggris, saya tetap saja tidak bisa memahami/mengetahui liriknya).</i>				
16	I can't enjoy English songs because I don't know what they mean <i>(Saya tidak bisa menikmati lagu -lagu berbahasa Inggris karena saya tidak mengetahui maksud artinya).</i>				
17	The English songs that I listen to are very boring, because the music isn't pleasant to listen to. <i>(Lagu - lagu berbahasa Inggris yang saya dengarkan sangat membosankan, karena musiknya tidak enak untuk di dengarkan).</i>				

18	I am interested in English songs whose vocabulary I know the meaning of. <i>(Saya tertarik pada lagu-lagu berbahasa Inggris yang kosakata nya saya tahu artinya).</i>				
19	I translated English song lyrics using google translate <i>(Saya menerjemahkan lirik lagu berbahasa Inggris menggunakan google translate).</i>				
20	If I don't know the meaning of an English song, I will ask my friend who is good at English <i>(Jika tidak bisa mengetahui arti dari lagu-lagu berbahasa Inggris, saya akan bertanya kepada teman saya yang pintar berbahasa Inggris).</i>				
21	I'm interested in listening to English songs but I'm lazy to know the meaning. <i>(Saya tertarik untuk mendengarkan lagu-lagu berbahasa Inggris tetapi saya malas untuk mengetahui artinya).</i>				
22	I'm not interested in English songs whose vocabulary I don't know. <i>(Saya tidak tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tidak tahu).</i>				
23	For me translating songs in English using google translate is not effective. <i>(Bagi saya menerjemahkan lagu-lagu berbahasa Inggris dengan menggunakan google translate tidaklah efektif).</i>				
24	If there's an English song that doesn't catch the title, I'm not interested in knowing the lyrics. <i>(Jika ada lagu berbahasa Inggris yang tidak menarik judulnya, saya tidak tertarik untuk mengetahui liriknya).</i>				
25	For me it is not important to know the meaning of English songs. <i>(Bagi saya tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris).</i>				

## APPENDIX 2

### The Blueprint of Vocabulary Mastery Test (X<sub>2</sub>)

Theory	No.	Indicator	Number of Item	Total Item
(Gairns and Redman, 1998:22)	1	Antonym	1,2,3,4,17	5
	2	Synonym	7,11,18,22,23	5
	3	Hyponym	6,13,14,15,16	5
	4	Meaning	5,8,9,10,19	5
	5	Noun	12,20,21,24,25	5
<b>Total</b>				<b>25</b>

### Research Instrument (Test) of Vocabulary Mastery (X<sub>2</sub>)

**Instruction:**

1. Read each text carefully before answering the following questions.
2. Choose the correct answer by marking (X) the letters A, B, C, or D on the question sheet.

**EXAMPLE:**

**The question :** Boy : girl = grandfather : . . . .

- a. Grandparents
- b. Grandchild
- c. Grandfather
- d. Grandmother

**The Answer :** A      B      C      ~~D~~

3. Time to do 30 minutes.

**Answer the questions carefully!**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Clean : dirty = high : ...           <ol style="list-style-type: none"> <li>a. Short</li> <li>b. Tall</li> <li>c. Big</li> <li>d. Small</li> </ol> </li> <li>2. High : short = black : ...           <ol style="list-style-type: none"> <li>a. White</li> <li>b. Beautiful</li> <li>c. Remainder</li> <li>d. Taller</li> </ol> </li> <li>3. Good : bad = Beautiful : ...           <ol style="list-style-type: none"> <li>a. Single</li> <li>b. Ugly</li> <li>c. Crowded</li> <li>d. Loud</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>4. Brother : sister = father : ...           <ol style="list-style-type: none"> <li>a. Uncle</li> <li>b. Mother</li> <li>c. Grand</li> <li>d. Aunt</li> </ol> </li> <li>5. Man as a father : woman as a ...           <ol style="list-style-type: none"> <li>a. Sister</li> <li>b. Grandfather</li> <li>c. Uncle</li> <li>d. Mother</li> </ol> </li> <li>6. Sit down in the chair : sleeping in the ...           <ol style="list-style-type: none"> <li>a. Bed</li> <li>b. Bad</li> <li>c. Table</li> <li>d. Water</li> </ol> </li> </ol> |
|--|---|

7. Run : lari = singing : ...
- Menari
  - Bersama
  - Bernyanyi
  - Memancing
8. Reading : membaca = writing :
- Menulis
  - Membagi
  - Tulisan
  - Tertulis
9. Yellow : kuning = Red : ...
- Merah jambu
  - Merah tua
  - Merah
  - Ungu
10. Cold : blanket = Rain : ...
- Air
  - Umbrella
  - Cold
  - Wet
11. Smart : learning = stupid :
- Intelligent
  - Diligent
  - Lecturer
  - Lazy
12. Afternoon : sun = night : ...
- sun
  - Moon
  - Orbit
  - Planet
13. Hours : minutes = Minutes : ...
- Time
  - Hour
  - Seconds
  - Day
14. Dogs : Animals = Apples : ...
- Vitamin
  - Red
  - Fruits
  - Fresh
15. Shoes : legs = hat : ...
- Head
  - Eyes
  - Hand
  - Nose
16. Jacket : body = Ring : ...
- Hand
  - Eyes
  - Fingers
  - Legs
17. Phone : communication = bicycles : ...
- Wheel
  - Competition
  - Fast
  - Transportation
18. Nose : breath = foot : ...
- See
  - Walk
  - Eat
  - Play

19. She : is = They : ...
- Was
  - Were
  - Are
  - Am
20. Ahmad : he = Tiara : ...
- They
  - We
  - She
  - It
21. Hungry : eat = Thirsty : ...
- Drinking
  - Running
  - Seeing
  - Speaking
22. Beautiful : pretty = calm : ...
- Single
  - Quite
  - Crowded
  - Loud
23. Charming : handsome = Fat : ...
- Slim
  - Heavy
  - Tall
  - Dark
24. Madura : sate = Yogyakarta : ...
- Sambel tumpeng
  - Fried rice
  - Gudeg
  - Noodle
25. Jawa Tengah : Srimpi dance = Bali : ...
- Plate dance
  - Kecak dance
  - Reog
  - Saman dance



**KEY ANSWER OF VOCABULARY MASTERY TEST (X<sub>2</sub>)**

- |       |       |
|-------|-------|
| 1. A  | 16. C |
| 2. A  | 17. D |
| 3. B  | 18. B |
| 4. B  | 19. C |
| 5. D  | 20. C |
| 6. A  | 21. A |
| 7. C  | 22. B |
| 8. A  | 23. B |
| 9. C  | 24. C |
| 10. B | 25. B |
| 11. D |       |
| 12. B |       |
| 13. C |       |
| 14. C |       |
| 15. A |       |

## APPENDIX 3

## The Blueprint of Listening Skill (Y)

<b>Theory</b>	<b>No.</b>	<b>Indicator</b>	<b>Number of Item</b>	<b>Total Item</b>
(Brown, 2006:6)	1	Listening for specific information	1,4,8,10,12,13,16	7
	2	Listening for main idea	2,7,11,15	4
	3	Listening for inference	3,5,6,9,14,17,18,19,20	9
<b>Total</b>				<b>20</b>

## Research Instrument (Test) for Listening Skill (Y)

### LISTENING TEST

#### Direction:

In this test, you will hear several short functional texts. Each text will be spoken twice. You must listen carefully to understand what the speakers say. Each question will be followed by five possible answers. You have to choose the best answer to each question and mark it on your answer sheet.

#### Text 1

#### Questions: 1-6

**Choose the best answer based on the text you have heard!**

1. The type of the text is .....
 

a. a recount text	d. an explanation text
b. a spoof text	e. a narrative text
c. a procedural text	
2. What is the purpose of the text?
 

a. To tell you about past event	d. To tell how to make balloon faces
b. To describe balloon faces	e. To persuade the readers to make balloon faces
c. To explain balloon faces	
3. How many materials do you need to make a balloon faces?
 

a. Three	d. Six
b. Four	e. Seven
c. Five	
4. What things do you need to make a balloon faces? "Except" .....
 

a. Glue	d. A funnel
b. Yarn	e. Pencil
c. Flour	
5. What is the final step of text?
 

a. Mold the balloon with your fingers	d. glue on some yarn for hair
b. blow the balloon as you want	e. draw a face on the balloon with board marker
c. tie a knot in the balloon	
6. What do you use to draw a face on the balloon?
 

a. Pencil	d. Marker
b. Board marker	e. Chalk
c. Pen	

#### Text 2

#### Questions: 7-9

**Choose the best answer based on the text you have heard!**

7. The purpose of the text is ....

- a. to tell the readers how to make a banana shake
  - b. to describe how to make a banana shake
  - c. to inform how to make a banana shake
  - d. to persuade readers to make a banana shake
  - e. to advertise a banana shake
8. The type of the text is ....
- a. procedure
  - b. description
  - c. explanation
  - d. narrative
  - e. recount
9. How many steps do you need to make a banana shake?
- a. Five
  - b. Six
  - c. Seven
  - d. Eight
  - e. Nine

### Text 3

#### Questions: 10-15

Choose the best answer based on the text you have heard!

10. How much flour do you need to make brownies?
- a. I need 200 gram to make brownies
  - b. I need 300 gram to make brownies.
  - c. I need 400 gram to make brownies.
  - d. I need 500 gram to make brownies
  - e. I need 600 gram to make brownies
11. Eat them 15 minutes after you took them out of the oven. "Them" from the last steps refers to....
- a. Brownies
  - b. Melt
  - c. Egg
  - d. Dark chocolate
  - e. Flour
12. What is the first thing to do when making brownies?
- a. Grease a brownie tin.
  - b. Stir the eggs with the sugar and the vanilla extract.
  - c. Add the flour and stir with a wooden spoon.
  - d. Melt the chocolate with the butter.
  - e. Bake for 10-30 minutes.
13. What should you do after greasing a brownie tin?
- a. Stir the eggs with the sugar and the vanilla extract.
  - b. Add a little flour to cover the tin.
  - c. Add the flour and stir with a wooden spoon.
  - d. Melt the chocolate with the butter
  - e. Bake for 10-30 minutes.
14. What is the communicative purpose of the text?
- a. To tell the readers how to make brownies.
  - b. To describe how to make brownies.
  - c. To inform how to make brownies.
  - d. To persuade readers to make brownies.
  - e. To advertise brownies

15. The knife must be moist. What is the different meaning of “moist”?
- a. Dry
  - b. Rain
  - c. Wet
  - d. Clean
  - e. Spring

**Text 4**

**Questions: 16-20**

**Choose the best answer based on the text you have heard!**

16. What is the conversation tells about?
- a. Tells about how to make a mango juice
  - b. Tells about how to peel the mango
  - c. Tells about how to drink mango
  - d. Tells how to cut a mango
  - e. Tells about how to choose sugar mango
17. How much sugar do you need to make a mango juice?
- a. A spoon
  - b. Two spoon
  - c. Three spoon
  - d. Four spoon
  - e. Five spoon
18. What do you do in the first steps to make a mango juice?
- a. Peel the mango and clean it
  - b. Turn on the juice and wait about 50 seconds
  - c. Cut the mango into pieces and put them into the juicer
  - d. Put the water, ice and sugar
  - e. Pour the mango juice into the glass and ready to drink
19. How many materials do you need to make a mango juice?
- a. Four
  - b. Five
  - c. Six
  - d. Seven
  - e. Eight
20. How many steps do you need to make a mango juice?
- a. Three
  - b. Four
  - c. Five
  - d. Six
  - e. Seven

**KEY ANSWER OF LISTENING TEST (Y)**

- |       |       |
|-------|-------|
| 1. C  | 11. A |
| 2. D  | 12. D |
| 3. D  | 13. B |
| 4. E  | 14. B |
| 5. A  | 15. A |
| 6. B  | 16. A |
| 7. B  | 17. A |
| 8. A  | 18. A |
| 9. E  | 19. A |
| 10. B | 20. C |

## Listening Test Script

### LISTENING SECTION

#### Direction:

In this test, you will hear several short functional texts. Each text will be spoken twice. You must listen carefully to understand what the speakers say. Each question will be followed by five possible answers. You have to choose the best answer to each question and mark it on your answer sheet.

#### Text 1

##### Questions: 1-6

Choose the best answer based on the text you have heard!

How to Make a Balloon faces

You will need:

<ul style="list-style-type: none"> <li>- Flour</li> <li>- yarn</li> <li>- Balloon</li> </ul>	<ul style="list-style-type: none"> <li>- glue</li> <li>- a funnel</li> <li>- board marker</li> </ul>
--	--

Steps:

1. blow the balloon as you want
2. tie a knot in the balloon
3. glue on some yarn for hair
4. draw a face on the balloon with board marker
5. mold the balloon with your fingers

See what funny faces you can make

1. The type of the text is .....
2. What is the purpose of the text?
3. How many materials do you need to make a balloon faces?
4. What things do you need to make a balloon faces? "Except" .....
5. What is the final step of text?
6. What do you use to draw a face on the balloon?

#### Text 2

##### Questions: 7-9

### How to Make a Banana Shake

You will need:

- |                 |                      |
|-----------------|----------------------|
| - ½ glass milk  | - 1 egg              |
| - pitcher (jug) | - fork               |
| - 1 banana      | - 2 scoops ice cream |
| - bowl          | - glass              |

Method:

1. Pour the milk into the pitcher.
2. Carefully break the egg into the milk.
3. Peel the banana and mash it with a fork in the bowl.
4. Add the banana to the milk.
5. Add the ice cream.
6. Beat the mixture into the glass.
7. Pour the mixture into the glass
8. Clean up the mess.
9. Drink your banana shake

7. The purpose of the text is ....
8. The type of the text is ....
9. How many steps do you need to make a banana shake?

### Text 3

#### Questions: 10-16

**Choose the best answer based on the text you have heard!**

### How to Make Brownies.

Ingredients:

- |                              |                          |
|------------------------------|--------------------------|
| • 150gram of butter.         | • 4 eggs.                |
| • 150gram of dark chocolate. | • 600 gram of sugar.     |
| • 300 gram of flour.         | • 1 tsp vanilla extract. |

Steps:

1. Melt the chocolate with the butter.
2. Stir the eggs with the sugar and the vanilla extract.
3. Preheat the oven at low temperature
4. Combine the mixes you made.
5. Add the flour and stir with a wooden spoon.
6. Grease a brownie tin.
7. Add a little flour to cover the tin.
8. Add the brownie dough.
9. Bake for 10-30 minutes.
10. To check the brownies, put a knife in the mix. The knife must be moist!
11. Eat them 15 minutes after you took them out of the oven.



10. How much flour do you need to make brownies?
11. Eat them 15 minutes after you took them out of the oven.  
“Them” from the last steps refers to....
12. What is the first thing to do when making brownies?
13. What should you do after greasing a brownie tin?
14. What is the communicative purpose of the text?
15. The knife must be moist. What is the different meaning of “moist”?

#### Text 4

#### Questions: 16-20

Choose the best answer based on the text you have heard!

Ayuk : Hello, Indah!

Indah : Hai, Ayuk. What are you doing?

Ayuk : I want make a mango Juice. Do you wants know it?

Indah : of course! I like it.

Ayuk : ok. Let’s follow me now!

#### How to Make a Mango Juice

##### Materials

- A piece of mango
- A half glass of water
- A glass of ice pack
- A spoon of sugar

##### Procedure:

1. First, peel the mango and clean it
2. Next, cut the mango into pieces and put them into the juicer
3. Then, put the water, ice and sugar
4. After that turn on the juicer and wait about 50 seconds
5. Finally, pour the mango juice into the glass and ready to drink

Ayuk : Ahaa ..... Mango juice ready to be serving.

Indah : Waow, it’s simple.

16. What is the conversation telling about?
17. How much sugar do you need to make a Mango Juice?
18. What do you do in the first steps to make a Mango Juice?
19. How many materials do you need to make a Mango Juice?
20. How many steps do you need to make a Mango Juice?

**APPENDIX 4****List of Students (X TKJ 1)**

NO	NAME
1	ABDULLAH HAMMAM NASRULLAH
2	ACHSAN FAUZI
3	ADIGDA JIWA JABBARRAHIM
4	ADNAN IBRAHIMOVIC
5	AFIF DZAKWAN OKTARIAN
6	AHBANI MALIKUR ROHMAN
7	ARFI AFIFUDIN DAROJATUL ULA
8	ARSYAD JAMALUDDIN
9	BIMA TEGAR SAPUTRA
10	DANISWARA FAISAL
11	HABBIB ARIEF ATTALLAH
12	HAFIDZ AZMI RASYAD
13	JOHAN SAMUDRA
14	JUANNE LINGGA R
15	KHAADAMUL QUDUS
16	KHOIRUL HUDA
17	MUHAMMAD ABDUL HADI AL FATH
18	MUHAMMAD HASBY ASH SHIDIQIE
19	MUHAMMAD RAFT' URROZAQ
20	MUHAMMAD RIZAL HIDAYATULLAH
21	MUHAMMAD SALMAN ALFARISI
22	MUHAMMAD TSALIS KURNIAWAN
23	YAFI ADNAN MAULANA

## APPENDIX 5

## The Main of the Data

N	X <sub>1</sub>	X <sub>2</sub>	Y	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	Y <sup>2</sup>	X <sub>1</sub> .Y	X <sub>2</sub> .Y	X <sub>1</sub> .X <sub>2</sub>
1	56	72	65	C	5184	4225	3640	4680	4032
2	57	72	65	3249	5184	4225	3705	4680	4104
3	61	76	65	3721	5776	4225	3965	4940	4636
4	63	76	70	3969	5776	4900	4410	5320	4788
5	65	76	70	4225	5776	4900	4550	5320	4940
6	66	76	70	4356	5776	4900	4620	5320	5016
7	67	76	70	4489	5776	4900	4690	5320	5092
8	69	76	70	4761	5776	4900	4830	5320	5244
9	69	76	75	4761	5776	5625	5175	5700	5244
10	69	80	75	4761	6400	5625	5175	6000	5520
11	71	80	75	5041	6400	5625	5325	6000	5680
12	73	80	75	5329	6400	5625	5475	6000	5840
13	74	80	75	5476	6400	5625	5550	6000	5920
14	74	80	80	5476	6400	6400	5920	6400	5920
15	75	84	80	5625	7056	6400	6000	6720	6300
16	78	84	80	6084	7056	6400	6240	6720	6552
17	78	84	80	6084	7056	6400	6240	6720	6552
18	78	84	80	6084	7056	6400	6240	6720	6552
19	80	84	80	6400	7056	6400	6400	6720	6720
20	83	84	80	6889	7056	6400	6640	6720	6972
21	86	92	85	7396	8464	7225	7310	7820	7912
22	86	92	85	7396	8464	7225	7310	7820	7912
23	90	96	90	8100	9216	8100	8100	8640	8640
<b>Total</b>	1668	1860	1740	122808	151280	132650	127510	141600	136088

**APPENDIX 6**

**The Correlation Between Students' Habit in Listening to English  
Songs (X1) and Students Listening Skill (Y)**

<b>N</b>	<b>X<sub>1</sub></b>	<b>Y</b>	<b>X<sub>1</sub><sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>X<sub>1</sub>.Y</b>
1	56	65	3136	4225	3640
2	57	65	3249	4225	3705
3	61	65	3721	4225	3965
4	63	70	3969	4900	4410
5	65	70	4225	4900	4550
6	66	70	4356	4900	4620
7	67	70	4489	4900	4690
8	69	70	4761	4900	4830
9	69	75	4761	5625	5175
10	69	75	4761	5625	5175
11	71	75	5041	5625	5325
12	73	75	5329	5625	5475
13	74	75	5476	5625	5550
14	74	80	5476	6400	5920
15	75	80	5625	6400	6000
16	78	80	6084	6400	6240
17	78	80	6084	6400	6240
18	78	80	6084	6400	6240
19	80	80	6400	6400	6400
20	83	80	6889	6400	6640
21	86	85	7396	7225	7310
22	86	85	7396	7225	7310
23	90	90	8100	8100	8100
<b>Total</b>	1668	1740	122808	132650	127510

$$r_{xy} = \frac{N\Sigma X_1 Y - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{23*127510 - (1668)(1740)}{\sqrt{\{23*122808 - (1668)^2\}\{23*132650 - (1740)^2\}}}$$

$$r_{xy} = \frac{2932730 - 2902320}{\sqrt{\{42360\}\{23350\}}}$$

$$r_{xy} = \frac{30410}{31450.056}$$

$$r_{xy} = -0.967$$

Variable contribution students' habit in listening to English songs (X1) towards students' listening skill (Y):

$r^2 \times 100\% = (-0.967)^2 \times 100\% = 93.50\%$ , and the rest 6.50% depend on the other variables.

## APPENDIX 7

**The Correlation Between Students' Vocabulary Mastery ( $X_2$ ) and  
Students Listening Skill (Y)**

N	$X_2$	Y	$X_2^2$	$Y^2$	$X_2 \cdot Y$
1	72	65	5184	4225	4680
2	72	65	5184	4225	4680
3	76	65	5776	4225	4940
4	76	70	5776	4900	5320
5	76	70	5776	4900	5320
6	76	70	5776	4900	5320
7	76	70	5776	4900	5320
8	76	70	5776	4900	5320
9	76	75	5776	5625	5700
10	80	75	6400	5625	6000
11	80	75	6400	5625	6000
12	80	75	6400	5625	6000
13	80	75	6400	5625	6000
14	80	80	6400	6400	6400
15	84	80	7056	6400	6720
16	84	80	7056	6400	6720
17	84	80	7056	6400	6720
18	84	80	7056	6400	6720
19	84	80	7056	6400	6720
20	84	80	7056	6400	6720
21	92	85	8464	7225	7820
22	92	85	8464	7225	7820
23	96	90	9216	8100	8640
<b>Total</b>	1860	1740	151280	132650	141600

$$r_{xy} = \frac{N\Sigma X_1 Y - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{23*141600 - (1860)(1740)}{\sqrt{\{23*151280 - (1860)^2\}\{23*132650 - (1740)^2\}}}$$

$$r_{xy} = \frac{3256800 - 3236400}{\sqrt{\{19840\}\{23350\}}}$$

$$r_{xy} = \frac{20400}{21523.56848}$$

$$r_{xy} = 0.947$$

Variable contribution students' Vocabulary Mastery ( $X_2$ ) towards students' listening skill (Y):

$r^2 \times 100\% = (0.947)^2 \times 100\% = 89.83\%$ , and the rest 10.17% depend on the other variables.

**APPENDIX 8**

**The Correlation Between Students' Habit in Listening to English  
Songs ( $X_1$ ) and Students Vocabulary Mastery ( $X_2$ )**

<b>N</b>	<b><math>X_1</math></b>	<b><math>X_2</math></b>	<b><math>X_1^2</math></b>	<b><math>X_2^2</math></b>	<b><math>X_1 \cdot X_2</math></b>
1	56	72	3136	5184	4032
2	57	72	3249	5184	4104
3	61	76	3721	5776	4636
4	63	76	3969	5776	4788
5	65	76	4225	5776	4940
6	66	76	4356	5776	5016
7	67	76	4489	5776	5092
8	69	76	4761	5776	5244
9	69	76	4761	5776	5244
10	69	80	4761	6400	5520
11	71	80	5041	6400	5680
12	73	80	5329	6400	5840
13	74	80	5476	6400	5920
14	74	80	5476	6400	5920
15	75	84	5625	7056	6300
16	78	84	6084	7056	6552
17	78	84	6084	7056	6552
18	78	84	6084	7056	6552
19	80	84	6400	7056	6720
20	83	84	6889	7056	6972
21	86	92	7396	8464	7912
22	86	92	7396	8464	7912
23	90	96	8100	9216	8640
<b>Total</b>	1668	1860	122808	151280	136088



$$r_{xy} = \frac{N\Sigma X_1 X_2 - (\Sigma X_1)(\Sigma X_2)}{\sqrt{\{N\Sigma X_1^2 - (\Sigma X_1)^2\}\{N\Sigma X_2^2 - (\Sigma X_2)^2\}}}$$

$$r_{xy} = \frac{23*136088 - (1668)(1860)}{\sqrt{\{23*122808 - (1668)^2\}\{23*151280 - (1860)^2\}}}$$

$$r_{xy} = \frac{3130024 - 3102480}{\sqrt{\{42360\}\{19840\}}}$$

$$r_{xy} = \frac{27544}{28990}$$

$$r_{xy} = 0.95$$

Variable contribution students' Habit in listening to English songs ( $X_1$ ) towards students' Vocabulary mastery ( $X_2$ ):

$r^2 \times 100\% = (0.95)^2 \times 100\% = 90.27\%$ , and the rest 2.73% depend on the other variables.

## APPENDIX 9

### MULTIPLE CORRELATIONS (X<sub>1</sub>, X<sub>2</sub> towards Y)

Based on the calculating above, the result as follows:

$$r_{x_1y} = 0.967$$

$$r_{x_2y} = 0.947$$

$$r_{x_1x_2} = 0.950$$

$$N = 23$$

Counting multiple correlation between students' habit in listening to English songs (X<sub>1</sub>) and vocabulary mastery (X<sub>2</sub>) towards listening skill (Y) as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2x_{1y} + r^2x_{2y} - 2(rx_{1y})(rx_{2y})(rx_{1x_2})}{1 - r^2x_{1x_2}}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0.934 + 0.898 - 2(0.967)(0.947)(0.950)}{1 - 0.902}}$$

$$R_{x_1x_2y} = \sqrt{\frac{1.83327 - 2(0.87074)}{0.9727}}$$

$$R_{x_1x_2y} = \sqrt{\frac{1.83327 - 2(0.87074)}{0.9727}}$$

$$R_{x_1x_2y} = \sqrt{\frac{0.09179}{0.9727}}$$

$$R_{x_1x_2y} = \sqrt{0.94366}$$

$$R_{x_1x_2y} = 0.971$$

Correlation between students' habit in listening to English songs (X<sub>1</sub>) and vocabulary mastery (X<sub>2</sub>) towards listening skill (Y) the result of value R = 0,971 bigger than  $r_{table} = 0.413/0.526$ .

### CONTRIBUTION

Listening to English songs (X<sub>1</sub>) and vocabulary mastery (X<sub>2</sub>) simultaneously give contribution towards students' listening skill (Y), simultaneously contribution:

$R^2 \times 100\% = (0.971)^2 \times 100\% = 94.28\%$ , and the rest 5.72% depends on other variables.

## APPENDIX 10

### Data Description (Mean, Median, Mode and Standard Deviation)

#### A. Class limits

$$\begin{aligned} \text{Formula} &= 1 + 3.3 \log N \\ &= 1 + 3.3 (\log 23) \\ &= 1 + 3.3 (1.361) \\ &= 5.49 \text{ rounded } 5 \end{aligned}$$

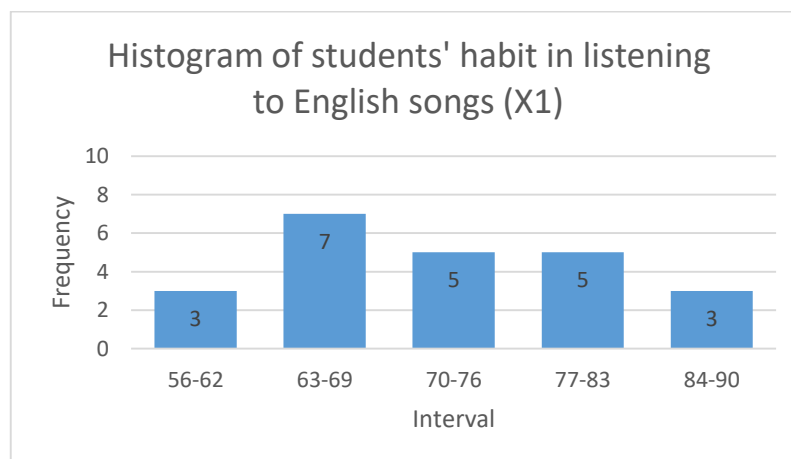
#### B. Class interval

$$\text{Formula} = \text{Class interval} = \frac{\text{score max} - \text{score min}}{\text{class limits}}$$

#### 1. Habit in listening to English Songs (X<sub>1</sub>)

$$\begin{aligned} \text{Class interval} &= \frac{\text{score max} - \text{score min}}{\text{class limits}} \\ &= \frac{90-56}{5} \\ &= 6.8 \text{ rounded } 7 \end{aligned}$$

Interval	Mid Point	Frequency	%	Cumulative
56-62	59	3	13%	13%
63-69	66	7	30%	43%
70-76	73	5	22%	65%
77-83	80	5	22%	87%
84-90	87	3	13%	100%
		23	100%	



a. Mean

$$X_1 = \frac{\Sigma X_1}{N}$$

$$X_1 = \frac{1668}{23}$$

$$X_1 = 72.52$$

b. Median

$$L + i \left\{ \frac{\frac{N}{2} - cfb}{fw} \right\} = 62.5 + 7 \left\{ \frac{\frac{23}{2} - 5}{5} \right\}$$

$$= 62.5 + 7 \{1.3\}$$

$$= 62.5 + 9.1$$

$$= 71.6$$

c. Mode

$$(\text{Mo}) = L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 62.5 + 7 \left\{ \frac{4}{4+2} \right\}$$

$$= 62.5 + 4.6$$

$$= 67.1$$

d. Standard deviation

$$sd = \sqrt{\frac{\Sigma fx^2 - \frac{(\Sigma fx)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{122808 - \frac{(1668)^2}{23}}{23-1}}$$

$$= \sqrt{\frac{122808 - 120966.26086}{22}}$$

$$= \sqrt{\frac{1841.7391}{22}}$$

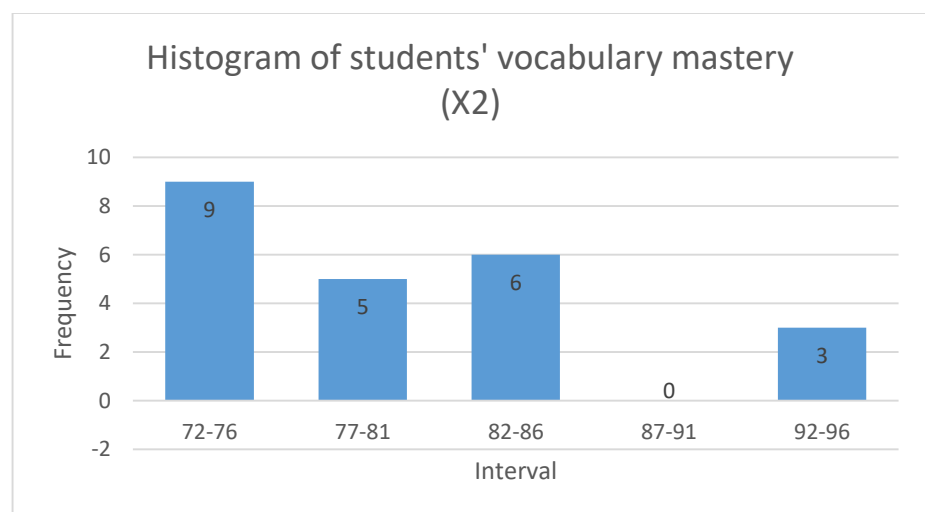
$$= \sqrt{83.715}$$

$$= 9.15$$

## 2. Vocabulary mastery ( $X_2$ )

$$\begin{aligned} \text{Class interval} &= \frac{\text{score max} - \text{score min}}{\text{class limits}} \\ &= \frac{96-72}{5} \\ &= 4.8 \text{ rounded } 5 \end{aligned}$$

Interval score	Mid Point	f	%	Cumulative
72 – 76	74	9	39	39
77 – 81	79	5	22	61
82 – 86	84	6	26	87
87 – 91	89	0	0	87
92 - 96	94	3	13	100
		23	100	



### a. Mean

$$X_2 = \frac{\sum X_2}{N}$$

$$X_2 = \frac{1860}{23}$$

$$X_2 = 80.86$$

b. Median

$$\begin{aligned} \text{Me} &= L + i \left\{ \frac{\frac{N}{2} - cfb}{fw} \right\} = 76.5 + 5 \left\{ \frac{\frac{23}{2} - 9}{5} \right\} \\ &= 76.5 + 2.5 \\ &= 79 \end{aligned}$$

c. Mode

$$\begin{aligned} \text{Mo} &= L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 71.5 + 5 \left\{ \frac{9}{9+4} \right\} \\ &= 71.5 + 3.46 \\ &= 74.96 \text{ rounded } 75 \end{aligned}$$

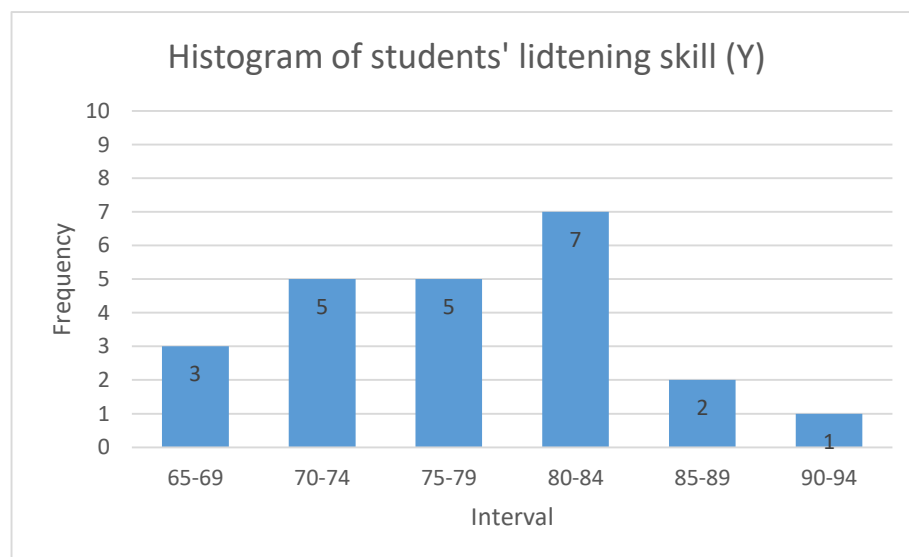
d. Standard deviation

$$\begin{aligned} sd &= \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}} \\ &= \sqrt{\frac{151280 - \frac{(1860)^2}{23}}{23-1}} \\ &= \sqrt{\frac{151280 - 150417.3913}{22}} \\ &= \sqrt{\frac{862.6086}{22}} \\ &= \sqrt{39.2094} \\ &= 6.26 \end{aligned}$$

### 3. Listening Skill (Y)

$$\begin{aligned} \text{Class interval} &= \frac{\text{score max} - \text{score min}}{\text{class limits}} \\ &= \frac{90-65}{5} \\ &= 5 \end{aligned}$$

Interval score	Mid Point	f	%	Cumulative
65-69	67	3	13	13
70-74	72	5	22	35
75-79	77	5	22	57
80-84	82	7	30	87
85-89	87	2	9	96
90-94	92	1	4	100
		23	100	



#### a. Mean

$$Y = \frac{\Sigma Y}{N}$$

$$Y = \frac{1740}{23}$$

$$Y = 75.65$$

b. Median

$$\begin{aligned} \text{Me} &= L + i \left\{ \frac{\frac{N}{2} - cfb}{fw} \right\} = 74.5 + 5 \left\{ \frac{\frac{23}{2} - 8}{5} \right\} \\ &= 74.5 + 3.5 \\ &= 78 \end{aligned}$$

c. Mode

$$\begin{aligned} \text{Mo} &= L + i \left\{ \frac{f_1}{f_1 + f_2} \right\} = 79.5 + 5 \left\{ \frac{2}{2+5} \right\} \\ &= 79.5 + 1.42 \\ &= 80.92 \end{aligned}$$

d. Standard deviation

$$\begin{aligned} sd &= \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}} \\ &= \sqrt{\frac{132650 - \frac{(1740)^2}{23}}{23-1}} \\ &= \sqrt{\frac{132650 - 131634.7826}{22}} \\ &= \sqrt{\frac{1015.2173}{22}} \\ &= \sqrt{46.1462} \\ &= 6.79 \end{aligned}$$



**APPENDIX 11****Normality Testing (Lilliefors): Students' Habit in Listening to English Songs (X1)**

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	56	-1.8057	0.0355	0.0435	0.0080
2	57	-1.6964	0.0449	0.0870	0.0421
3	61	-1.2593	0.1040	0.1304	0.0265
4	63	-1.0407	0.1490	0.1739	0.0249
5	65	-0.8221	0.2055	0.2174	0.0119
6	66	-0.7128	0.2380	0.2609	0.0229
7	67	-0.6035	0.2731	0.3043	0.0313
8	69	-0.3849	0.3502	0.4348	0.0846
9	69	-0.3849	0.3502	0.4348	0.0846
10	69	-0.3849	0.3502	0.4348	0.0846
11	71	-0.1663	0.4340	0.4783	0.0443
12	73	0.0523	0.5208	0.5217	0.0009
13	74	0.1616	0.5642	0.6087	0.0445
14	74	0.1616	0.5642	0.6087	0.0445
15	75	0.2709	0.6068	0.6522	0.0454
16	78	0.5987	0.7253	0.7826	0.0573
17	78	0.5987	0.7253	0.7826	0.0573
18	78	0.5987	0.7253	0.7826	0.0573
19	80	0.8173	0.7931	0.8261	0.0330
20	83	1.1452	0.8739	0.8696	0.0044
21	86	1.4731	0.9296	0.9565	0.0269
22	86	1.4731	0.9296	0.9565	0.0269
23	90	1.9103	0.9720	1.0000	0.0280

Conclusion:

Mean = 72.52

SD = 9.15

Lo Max = 0.0846

Ltable = 0.1798

$0.0846 < 0.1798 = Lo < Lt$  so the distribution of the data is normal.

**APPENDIX 12****Normality Testing (Lilliefors): Students' Vocabulary Mastery (X2)**

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	72	-1.4165	0.0783	0.0870	0.0086
2	72	-1.4165	0.0783	0.0870	0.0086
3	76	-0.7777	0.2184	0.3913	0.1729
4	76	-0.7777	0.2184	0.3913	0.1729
5	76	-0.7777	0.2184	0.3913	0.1729
6	76	-0.7777	0.2184	0.3913	0.1729
7	76	-0.7777	0.2184	0.3913	0.1729
8	76	-0.7777	0.2184	0.3913	0.1729
9	76	-0.7777	0.2184	0.3913	0.1729
10	80	-0.1389	0.4448	0.6087	0.1639
11	80	-0.1389	0.4448	0.6087	0.1639
12	80	-0.1389	0.4448	0.6087	0.1639
13	80	-0.1389	0.4448	0.6087	0.1639
14	80	-0.1389	0.4448	0.6087	0.1639
15	84	0.4999	0.6914	0.8696	0.1781
16	84	0.4999	0.6914	0.8696	0.1781
17	84	0.4999	0.6914	0.8696	0.1781
18	84	0.4999	0.6914	0.8696	0.1781
19	84	0.4999	0.6914	0.8696	0.1781
20	84	0.4999	0.6914	0.8696	0.1781
21	92	1.7775	0.9623	0.9565	0.0057
22	92	1.7775	0.9623	0.9565	0.0057
23	96	2.4163	0.9922	1.0000	0.0078

Conclusion:

Mean = 80.86

SD = 6.26

Lo Max = 0.1781

Ltable = 0.1798

$0.1781 < 0.1798 = Lo < Lt$  so the distribution of the data is normal.

**APPENDIX 13****Normality Testing (Lilliefors): Students' Listening Skill (Y)**

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	65	-1.5681	0.0584	0.1304	0.0720
2	65	-1.5681	0.0584	0.1304	0.0720
3	65	-1.5681	0.0584	0.1304	0.0720
4	70	-0.8320	0.2027	0.3478	0.1451
5	70	-0.8320	0.2027	0.3478	0.1451
6	70	-0.8320	0.2027	0.3478	0.1451
7	70	-0.8320	0.2027	0.3478	0.1451
8	70	-0.8320	0.2027	0.3478	0.1451
9	75	-0.0960	0.4618	0.5652	0.1035
10	75	-0.0960	0.4618	0.5652	0.1035
11	75	-0.0960	0.4618	0.5652	0.1035
12	75	-0.0960	0.4618	0.5652	0.1035
13	75	-0.0960	0.4618	0.5652	0.1035
14	80	0.6400	0.7389	0.8696	0.1306
15	80	0.6400	0.7389	0.8696	0.1306
16	80	0.6400	0.7389	0.8696	0.1306
17	80	0.6400	0.7389	0.8696	0.1306
18	80	0.6400	0.7389	0.8696	0.1306
19	80	0.6400	0.7389	0.8696	0.1306
20	80	0.6400	0.7389	0.8696	0.1306
21	85	1.3761	0.9156	0.9565	0.0409
22	85	1.3761	0.9156	0.9565	0.0409
23	90	2.1121	0.9827	1.0000	0.0173

Conclusion:

Mean = 75.65

SD = 6.79

Lo Max = 0.1451

Ltable = 0.1798

$0.1451 < 0.1798 = Lo < Lt$  so the distribution of the data is normal.

## APPENDIX 14

### Linearity Testing Students' habit in listening to English songs and Listening skill (X<sub>1</sub> – Y)

The regression  $\bar{Y} = a + bX = 23.58 + 0.71X$

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2} = \frac{(1740)(122808) - (1668)(127510)}{23 \cdot 122808 - (1668)^2}$$

$$= 23.58$$

$$b = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2} = \frac{23 \cdot 127510 - (1668)(1740)}{23 \cdot 122808 - (1668)^2}$$

$$= 0.71$$

$$SS(t) = \Sigma Y^2 = 132650$$

$$SS(a) = \frac{(\Sigma Y)^2}{n} = \frac{(1740)^2}{23} = \frac{3027600}{23} = 131634.7826$$

$$SS(b/a) = b \left\{ \Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n} \right\} = 0.71 \left\{ 127510 - \frac{(1668)(1740)}{23} \right\}$$

$$= 0.71 \{ 127510 - 126187.8260 \}$$

$$= 949.0564$$

$$SS(res) = SS(t) - SS(a) - SS(b/a) = 132650 - 131634.7826 - 949.0564$$

$$= 66.161$$

$$SS(e) = \Sigma_x \left\{ \Sigma Y_i^2 - \frac{(\Sigma Y_i)^2}{n_i} \right\} = -145170.833$$

$$SS(lf) = SS(res) - SS(e) = 66.161 - (-145170.833)$$

$$= 145236.994$$

$$F_0 = \frac{MS(b/a)}{MS(res)} = -0.4$$

$$F_t(0.05; 1:21) = 4.32$$

Source of Variance	df	SS	MS	F <sub>o</sub>	F <sub>t</sub> ( $\alpha = 0.05$ )
<b>Total</b>	23	132650			
<b>Regression (a)</b>	1	131634.7826	131634.7826		
<b>Regression (b/a)</b>	1	949.0564	949.0564	301.24	4.32
<b>Residue</b>	21	66.161	3.150523		
<b>Lack of fit</b>	15	145236.994	9682.466267		
<b>Error</b>	6	-145170.833	-24195.1388	-0.4	3.94

Conclusion:

Because F<sub>o</sub> (301.24) is higher than F<sub>t</sub> <sub>(95/1,21)</sub> (4.32), the regression is significant.

Because F<sub>o</sub> (-0.4) is lower than F<sub>t</sub> <sub>(95/15,6)</sub> (3.94), the regression is linear.

## APPENDIX 15

### Linearity Testing Students' Vocabulary Mastery and Listening skill ( $X_2 - Y$ )

The regression  $\bar{Y} = a + bX = -7.5 + 1.028X$

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n\Sigma X^2 - (\Sigma X)^2} = \frac{(1740)(151280) - (1860)(141600)}{23*151280 - (1860)^2}$$

$$= -7.5$$

$$b = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{n\Sigma X^2 - (\Sigma X)^2} = \frac{23*141600 - (1860)(1740)}{23*151280 - (1860)^2}$$

$$= 1.0282$$

$$SS(t) = \Sigma Y^2 = 151280$$

$$SS(a) = \frac{(\Sigma Y)^2}{n} = \frac{(1740)^2}{23} = \frac{3027600}{23} = 131634.7826$$

$$SS(b/a) = b \left\{ \Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n} \right\} = 1.0282 \left\{ 141600 - \frac{(1860)(1740)}{23} \right\}$$

$$= 1.0282 \{ 141600 - 140713.0434 \}$$

$$= 911.9953$$

$$SS(res) = SS(t) - SS(a) - SS(b/a) = 151280 - 131634.7826 - 911.9953$$

$$= 103.2221$$

$$SS(e) = \sum_x \left\{ \Sigma Y_i^2 - \frac{(\Sigma Y_i)^2}{n_i} \right\} = 70$$

$$SS(lf) = SS(res) - SS(e) = 103.2221 - 70$$

$$= 33.2221$$

$$F_0 = \frac{Ms(b/a)}{Ms(res)} = 2.02$$

$$F_t(0.05; 1:21) = 4.32$$

Source of Variance	df	SS	MS	F <sub>o</sub>	F <sub>t</sub> ( $\alpha = 0.05$ )
<b>Total</b>	23	132650			
<b>Regression (a)</b>	1	131634.7826	131634.7826		
<b>Regression (b/a)</b>	1	911.9953	911.9953	185.54	4.32
<b>Residue</b>	21	103.2221	4.91534		
<b>Lack of fit</b>	4	33.2221	8.3055	2.02	2.96
<b>Error</b>	17	70	4.1176		

Conclusion:

Because  $F_o$  (185.54) is higher than  $F_t$   $_{(95/1,21)}$  (4.32), the regression is significant.

Because  $F_o$  (2.02) is lower than  $F_t$   $_{(95/15,6)}$  (2.96), the regression is linear.

## APPENDIX 16 (SYLLABUS)

## CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
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Elemen	Capaian Pembelajaran	Konten
Menyimak- Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	Suggestion
		Narrative Text
		Deskriptive Text
		Procedure Text
		Exposition Text
		Recount Text
Menulis- Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	Factual Report Text
		Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
		Recount Text (Non Fiction)
Factual Report Text (Non Fiction)		



**PROGRAM SETAHUN PEMBELAJARAN  
(PETA MATERI BAHASA INGGRIS KELAS X)**

Jumlah Minggu Efektif : 36  
 Jumlah Jam Pembelajaran Per Minggu : 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memirsa	Menulis-Mempresentasikan	Beriman, Bertaqwa pada TYME dan Berakhlak Mulia	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis			Kreatif
1	Introduction	Ganjil	v	v	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	v	v	v	v	4	8
5	Announcement		v	v	v	v	v	v	v	v	v	2	4
6	Narrative Text		v	v	v	v	v	v	v	v	v	4	8
7	Opinion	Genap	v	v	v	v	v	v	v	v	v	2	4
8	Procedure Text		v	v	v	v	v	v	v	v	v	4	8
9	Offering Services		v	v	v	v	v	v	v	v	v	2	4
10	Exposition Text		v	v	v	v	v	v	v	v	v	4	8
11	Suggestion		v	v	v	v	v	v	v	v	v	2	4
12	Recount Text		v	v	v	v	v	v	v	v	v	4	8
<b>JUMLAH</b>											36	72	

**ALUR TUJUAN PEMBELAJARAN  
BAHASA INGGRIS KELAS X  
SMK AL ISLAM SURAKARTA**

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi pengenalan lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi pengenalan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi pengenalan lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.4	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi pengenalan tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi pengenalan tulis</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak-Berbicara	Diperdengarkan beberapa <b>teks factual report</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>teks factual report</b> lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>teks factual report</b> di hadapan kelas dengan penuh tanggungjawab						
10.9	Membaca-Memirsa	Disediakan <b>teks factual report</b> tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>teks factual report</b> tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.11	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/ dialog yang berisi perbandingan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.12	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/ dialog yang berisi perbandingan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.13	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/ dialog yang berisi perbandingan</b> di hadapan kelas dengan penuh tanggungjawab						
10.14	Membaca-Memirsa	Disediakan <b>monolog/ dialog yang berisi perbandingan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.15	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/ dialog yang berisi perbandingan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.16	Menyimak-Berbicara	Diperdengarkan beberapa <b>descriptive teks tentang orang/benda/tempat</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Descriptive Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.17	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>descriptive teks tentang orang/benda/tempat</b> lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.18	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>descriptive teks tentang orang/benda/tempat</b> di hadapan kelas dengan penuh tanggungjawab						
10.19	Membaca-Memirsa	Disediakan <b>descriptive teks tentang orang/benda/tempat</b> tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Descriptive Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.20	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>descriptive teks tentang orang/benda/tempat</b> tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.21	Menyimak-Berbicara	Diperdengarkan beberapa <b>teks pengumuman lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Announcement	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 5
10.22	Menyimak-Berbicara	Peserta didik mampu menyusun <b>teks pengumuman lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.23	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>teks pengumuman lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.24	Membaca-Memirsa	Disediakan <b>teks pengumuman lisan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Announcement	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 5
10.25	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>teks pengumuman lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.26	Menyimak-Berbicara	Diperdengarkan beberapa <b>narrative text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>narrative text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.28	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>narrative text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.29	Membaca-Memirsa	Disediakan <b>narrative text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>narrative text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.31	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi opini lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Opinion	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.32	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi opini lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.33	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi opini lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.34	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi opini tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Opinion	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 7
10.35	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi opini tulis</b> dengan bahasa sendiri sesuai konteks yang diberikan.						



No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.36	Menyimak-Berbicara	Diperdengarkan beberapa <b>procedure text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Procedure Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.37	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>procedure text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.38	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>procedure text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.39	Membaca-Memirsa	Disediakan <b>procedure text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Procedure Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8
10.40	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>procedure text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.41	Menyimak-Berbicara	Diperdengarkan beberapa <b>dialog berisi penawaran bantuan lisan</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Offering Services	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.42	Menyimak-Berbicara	Peserta didik mampu menyusun <b>dialog berisi penawaran bantuan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.43	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>dialog berisi penawaran bantuan lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.44	Membaca-Memirsa	Disediakan <b>dialog berisi penawaran bantuan lisan</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Offering Services	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 9
10.45	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>dialog berisi penawaran bantuan lisan</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa <b>exposition text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>exposition text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>exposition text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.49	Membaca-Memirsa	Disediakan <b>exposition text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>exposition text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.51	Menyimak-Berbicara	Diperdengarkan beberapa <b>monolog/dialog berisi saran</b> peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	<ol style="list-style-type: none"> <li>1. BKoF - Diperdengarkan beberapa contoh teks</li> <li>2. MoT - penjelasan materi</li> <li>3. JCoT - Menyusun teks secara terbimbing</li> <li>4. ICoT - Menyusun teks secara mandiri</li> </ol>	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.52	Menyimak-Berbicara	Peserta didik mampu menyusun <b>monolog/dialog berisi saran</b> dengan bahasa sendiri sesuai konteks yang diberikan.						
10.53	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>monolog/dialog berisi saran</b> di hadapan kelas dengan penuh tanggungjawab						
10.54	Membaca-Memirsa	Disediakan <b>monolog/dialog berisi saran</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	<ol style="list-style-type: none"> <li>1. BKoF – Diperlihatkan contoh teks</li> <li>2. MoT - Penjelasan materi</li> <li>3. JCoT - Menulis teks secara terbimbing</li> <li>4. ICoT - Menulis secara mandiri</li> </ol>	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.55	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>monolog/dialog berisi saran</b> dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.56	Menyimak-Berbicara	Diperdengarkan beberapa <b>recount text lisan</b> , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.57	Menulis-Mempresentasikan	Peserta didik mampu menyusun <b>recount text lisan</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.58	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan <b>recount text lisan</b> di hadapan kelas dengan penuh tanggungjawab						
10.59	Membaca-Memirsa	Disediakan <b>recount text tulis</b> , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
10.60	Menulis-Mempresentasikan	Peserta didik mampu membuat <b>recount text tulis</b> dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12

## APPENDIX 17

**MODUL AJAR BAHASA INGGRIS  
PROCEDURE TEXT**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS SEKOLAH</b>	
Guru	Aqillah, S. Pd.
Sekolah	SMK Al Islam Surakarta
Tahun Pelajaran	2022-2023
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Kelas	X
Elemen Capaian	<b>Menulis – Mempresentasikan:</b> Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
<b>B. Kompetensi Awal</b>	<ol style="list-style-type: none"> <li>1. Definition of Procedure Text</li> <li>2. Social Function of Procedure Text</li> <li>3. Make the simple procedure Text</li> </ol>
<b>C. Profil Pelajar Pancasila</b>	
Gotong Royong	Bekerja sama mencari informasi lebih tentang materi
Mandiri	Mengumpulkan informasi untuk menjelaskan masalah
Berfikir Kritis	Mampu menganalisis tujuan sosial dari teks prosedur yang diberikan dan bisa mengaitkan dengan kehidupan sehari-hari dan menganalisis unsur kebahasaan dari teks tersebut.
Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mampu menghormati pendapat orang lain di dalam forum diskusi.

<b>D. Strategi Pembelajaran</b>	
Model Pembelajaran	Discovery Learning
Metode Pembelajaran	Pendekatan Saintifik
Media Pembelajaran	Internet dan Buku
Sarana Prasarana	Alat: Laptop, LCD dan Gawai Bahan ajar : Buku Ajar: Bahasa Inggris untuk SMA-MA/SMK Kelas X Powerpoint presentasi
<b>E. TARGET PESERTA DIDIK</b>	
Peserta didik regular kelas 10	
<b>KOMPONEN INTI</b>	
A. Tujuan Pembelajaran	
<b>Menulis-mempresentasikan :</b>	
<ol style="list-style-type: none"> <li>1. Peserta didik mampu menulis procedure text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar</li> <li>2. Peserta didik mempresentasikan hasil teks procedure yang telah dibuat sendiri</li> </ol>	
<b>B. PEMAHAMAN BERMAKNA</b>	
Pada akhir pembelajaran, peserta didik mampu menyampaikan ide mereka tentang cara-cara melakukan sesuatu melalui tulisan teks prosedur yang mereka buat	
<b>C. PERTANYAAN PEMANTIK</b>	
<p>Apa yang Anda pahami dari presentasi yang telah ditayangkan?</p> <p>Apa yang dimaksud dengan procedure text?</p> <p>Apa social function procedure text ?</p> <p>Apa saja generic structure untuk membuat procedure text ?</p>	
<b>D. PERSIAPAN PEMBELAJARAN</b>	
<ol style="list-style-type: none"> <li>1. Guru menyusun LKPD.</li> <li>2. Guru menyusun instrumen asesmen yang digunakan.</li> </ol>	
<b>PERTEMUAN KE 2</b>	
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>● Peserta didik berdoa sebelum pembelajaran dimulai</li> <li>● Guru mengecek kehadiran peserta didik dan kondisinya</li> </ul>

	<ul style="list-style-type: none"><li>● Guru menyampaikan apersepsi dan memotivasi peserta didik untuk mengikuti pembelajaran</li><li>● Guru dan peserta didik membuat kesepakatan kelas</li><li>● Guru menyampaikan kegiatan dan tujuan pembelajaran</li><li>● Guru menanyakan pelajaran sebelumnya dengan melakukan diskusi bersama peserta didik</li></ul>
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<p><b>Inti</b></p>	<p><b>a. Mengamati:</b></p> <ul style="list-style-type: none"> <li>- Guru membagi peserta didik menjadi 2 kelompok berdasarkan tingkat kemampuannya (kelompok A: Sedang berkembang, kelompok B: Mahir).</li> <li>- Guru menampilkan video dan meminta peserta didik mengamati video yang ditonton serta menuliskan informasi yang didapat bersama teman kelompok.</li> </ul> <p><b>b. Identifikasi Masalah:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik Bersama teman kelompok berdiskusi mengenai informasi yang didapat dari video teks prosedur (How to use Handphone)</li> <li>• Guru mendampingi dan memberikan arahan kepada kelompok A agar dapat menjawab pertanyaan mengenai tujuan dari how to use handphone, generic structure dan Langkah-langkah menggunakan handphone. Sedangkan untuk kelompok B, guru hanya melihat dan mengamati serta memberikan bantuan sedikit jika kelompok B bertanya.</li> <li>• Guru dan peserta didik membahas video yang telah diamati dan setiap kelompok memberikan hasil diskusinya.</li> </ul> <p><b>c. Mencoba</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberikan kesempatan untuk mencari informasi sebanyak-banyaknya tentang cara menggunakan barang elektronik yang dipilih melalui sumber internet</li> <li>• Peserta didik memilih satu teknologi untuk menuliskan Langkah-langkah menggunakannya ke dalam bentuk teks procedure</li> </ul> <p><b>d. Pengolahan Data</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menulis teks prosedur sesuai dengan goal, generic structure dan step.</li> </ul> <p><b>e. Pembuktian</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil tulisan teks prosedur kedepan kelas</li> <li>• Peserta didik lain memberikan komentar atau pertanyaan</li> <li>• Peserta didik mendapatkan feedback dari guru</li> </ul> <p><b>f. Menarik kesimpulan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik menyimpulkan tentang poin-poin penting yang muncul selama kegiatan</li> </ul>
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<b>Penutup</b>	<ul style="list-style-type: none"> <li>● Guru meminta peserta didik menyimpulkan hasil pembelajaran</li> <li>● Guru memberikan apresiasi dan motivasi terhadap hasil kerja peserta didik</li> <li>● Guru dan peserta didik melakukan refleksi</li> <li>● Peserta didik mendengarkan informasi tentang kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</li> <li>● Guru dan peserta didik berdoa bersama</li> </ul>
<b>F. ASESMEN</b>	
<b>Asesmen Non Kognitif</b>	<ul style="list-style-type: none"> <li>● Hal apa yang paling menyenangkan dan tidak menyenangkan selama belajar Bahasa Inggris?</li> <li>● Bagian tersulit yang kalian pelajari pada teks prosedur adalah?</li> </ul>
<b>Asesmen Kognitif</b>	Pilihlah satu barang elektronik atau teknologi. Lalu tuliskanlah cara menggunakannya ke dalam bentuk teks prosedur. Setelah itu, presentasikan teks prosedur yang sudah dibuat kedepan kelas.
<b>Refleksi guru dan murid</b>	<p>Guru:</p> <ol style="list-style-type: none"> <li>1. Apakah pelaksanaan pembelajaran sudah sesuai dengan perencanaan.</li> <li>2. Apakah peserta didik antusias mengikuti pembelajaran.</li> <li>3. Kendala apa yang dihadapi selama pembelajaran.</li> </ol> <p>Murid:</p> <ol style="list-style-type: none"> <li>1. Materi apa saja yang dipelajari.</li> <li>2. Materi apa yang sudah dipahami.</li> <li>3. Materi apa yang belum dipahami.</li> <li>4. Apakah guru menyampaikan materi dengan menarik.</li> </ol>
<b>G. PENGAYAAN DAN REMEDIAL</b>	
<p>Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan. Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang</p>	
<p><b>H. REFLEKSI PESERTA DIDIK DAN GURU</b></p> <ol style="list-style-type: none"> <li>a. Apakah kamu suka dengan kegiatan pembelajaran ini?</li> <li>b. Apa hal yang menarik bagimu?</li> <li>c. Kesulitan apa yang kamu temui dalam belajar ini?</li> </ol>	
<b>LAMPIRAN</b>	
<p><b>A. Lembar Kerja Peserta Didik</b> Terlampir</p>	

**B. Bahan Bacaan, Video Youtube** [\(4117\) How To Use Handphone - YouTube](#)

Buku teks Bahasa Inggris untuk SMA-MA/SMK Kelas X

**C. Glosarium**

- Procedure Text: Teks yang berisi tentang langkah-langkah untuk melakukan sesuatu (Procedur teks is a text that consists of sequence of steps in doing something).
- Purpose/ Social Function: To explain the reader or listener about how to do something with the sequence of actions or steps
- Generic Structure : Goal, tools, steps
- Language feature : simple present tens, conjunction (First, second, then, afer that, finally), command / imperatives sentence, action verbs ( open, take, put, etc)

**D. Daftar Pustaka**

Tsasa Yusac Erhanaz, dkk. (2016). *Bahasa Inggris: Untuk SMA/MA/SMK kelas X*. Surakarta: Mediatama

## LAMPIRAN

### A. Bahan Ajar

**Procedure text is a text that gives you instruction how to do or make something.**

Purpose/ Social Function

**To explain the reader or listener about how to do something with the sequence of actions or steps**

Generic Structure of Procedure Text

**Procedure text memiliki skema susunan umum atau generic structure. Berikut ini generic structure of procedure text:**

- **Goal** : memberikan informasi tentang maksud dan tujuan prosedur dan memprediksi suatu kesimpulan.
- **Materials** : berisi daftar materi atau bahan-bahan yang dibutuhkan untuk melakukan suatu prosedur atau langkah-langkah.
- **Steps** : daftar urutan instruksi/aktivitas untuk mencapai tujuan dalam urutan langkah yang benar.
- **Result** : Hasil dari serangkaian langkah-langkah yang telah dilakukan.

Language Features

- Using simple present tense
- Using conjunction (First, second, then, after that, finally)
- Using command / imperatives sentence
- Using action verbs ( open, take, put, etc)

### B. Video youtube

[\(4117\) How To Use Handphone - YouTube](#)

### C. Lembar Kerja Peserta Didik (LKPD)

**Name:**

**Class :**

**Write the procedure text with the generic structure below !**

**(Buatlah teks prosedur dengan mengisi bagan dibawah ini!)**

**Goal (Title) :** .....

**Tools** : .....

**Steps** : .....

**Instrumen Penilaian****WRITING RUBRIC**

1. Tidiness
  - Very Good (85-100) : The writing is tidy.
  - Good ( 70-84) : Few errors in spelling, punctuation, capitalization, and paragraph.
  - Enough (55-69) : Frequent errors in spelling, punctuation, capitalization, and paragraph.
  - Poor (25-54) : The writing is untidy, there are many errors in spelling, punctuation, capitalization, and paragraph.
  
2. Word Choice
  - Very Good (85-100) : Most of the word choices are correct and appropriate.
  - Good ( 70-84) : A few word choices are correct and appropriate.
  - Enough (55-69) : Some word choices are incorrect and inappropriate.
  - Poor (25-54) : Most of the word choices are incorrect and inappropriate.
  
3. Grammar
  - Very Good (85-100) : There are variety of grammatical structures.
  - Good ( 70-84) : There are few errors in grammatical structures.
  - Enough (55-69) : There are some errors in grammatical structures.
  - Poor (25-54) : There are a lot of errors in grammatical structures.
  
4. Coherence
  - Very Good (85-100) : Ideas are logically organized and the text is coherence.
  - Good ( 70-84) : Ideas are logically organized although there are some incoherence.
  - Enough (55-69) : Ideas are not logically organized but the text is coherence.
  - Poor (25-54) : Ideas are not logically organized and coherence.

$$Average = \frac{\text{Total Score}}{4}$$

## Lembar Instrumen Penilaian

### 1. Penilaian sikap

Kelas : X  
 Topik/Subtopik : Procedure Text  
 Capaian Pembelajaran : Peserta didik mampu menulis procedure text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar  
 Peserta didik mempresentasikan hasil kerja kedepan kelas

NO	Nama	Kejadian/Perilaku	Butir Sikap	Pos/Ng	Tindak Lanjut
1.					
2.					
3.					
4.					

### 2. Penilaian Kognitif

Kelas/ Semester :  
 Topik/ Subtopik : Teks Prosedur (2)  
 Capaian Pembelajaran : Peserta didik mampu menulis procedure text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar  
 Peserta didik mempresentasikan hasil kerja

No	Name	Nilai	Keterangan
1			
2			
3			
4			
5			

### 3. Penilaian Keterampilan

Kelas/ Semester : X.I/1  
 Topik/ Subtopik : Prosedur Teks (2)  
 Capaian Pembelajaran : Peserta didik mampu menulis procedure text sederhana berdasarkan imajinasinya dengan menggunakan kalimat sendiri, serta dengan struktur teks dan kebahasaan yang benar Peserta didik mempresentasikan hasil kerja

No	Name	Tidiness	Word Choice	Grammar	Coherence	Average
1						
2						
3						
4						
5						
6						

APPENDIX 18

DOCUMENTATION





