

**THE CORRELATION AMONG STUDENTS' LISTENING HABIT TO
ENGLISH SONGS, VOCABULARY MASTERY AND THEIR
LISTENING SKILL AT EIGHTH GRADE OF SMPN 1
SUNGAI PENUH ACADEMIC YEAR 2024-2025**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

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**STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
ACADEMIC YEAR 2024-2025**

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*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

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Sungai Penuh, April 2025

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NOTA DINAS

Assalamualaikum Wr, Wb.

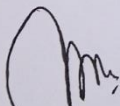
Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Eliza Hasim, NIM 2010203035** yang berjudul **THE CORRELATION AMONG STUDENTS LISTENING HABIT TO ENGLISH SONGS, VOCABULARY MASTERY, AND THEIR LISTENING SKILL AT EIGHTH GRADE OF SMPN 1 SUNGAI PENUH ACADEMIC YEAR 2024-2025** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.


Wassalamualaikum Wr. Wb.

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This thesis which entitled of **THE CORRELATION AMONG STUDENTS' LISTENING HABIT TO ENGLISH SONGS, VOCABULARY MASTERY AND THEIR LISTENING SKILL AT EIGHTH GRADE OF SMPN 1 SUNGAI PENUH ACADEMIC YEAR 2024-2025** by **Eliza Hasim** with students' number **2010203035** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 2025 This thesis is submitted as a partial fulfilment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Eliza Hasim, 2025 : The Correlation among Students' Listening Habit to English Songs, Vocabulary Mastery and Their Listening Skill at Eighth Grade of SMPN 1 Sungai Penuh Academic Year 2024-2025

**Advisor : 1. Dr. Rodi Hartono, S.Pd, M.Pd
2. Okti Wilymafidini, S.S, M.Pd**

Key words : Listening Habit, English songs, Vocabulary Mastery, Listening Skill, Correlation

The purpose of this research was to examine the relationship among students' listening habit to English songs, vocabulary mastery and their listening skills at SMPN 1 *Sungai Penuh*. Specifically, the study aimed to investigate how these variables are correlated and whether listening habit to English songs influences students' vocabulary and listening skills. This research used a quantitative method with a correlational approach. The population consisted of 171 eighth-grade students, and a sample of 83 students was selected using cluster random sampling. The instruments used for data collection were questionnaires and tests. Data analysis techniques included classical assumption testing and statistical analysis. The findings showed a very strong positive correlation between students' listening habits and vocabulary mastery, with an r -value of 0.981, a low to moderate positive correlation between listening habit and listening skill ($r = 0.286$), and a moderate positive correlation between vocabulary mastery and listening skill ($r = 0.312$). Simultaneously, listening habit and vocabulary mastery contributed significantly to students' listening skill ($R^2 = 0.108$). These results suggests that although each independent variable does not have a significant individual effect on listening skill, vocabulary mastery still shows a stronger influence on the development of listening skill.

ABSTRAK

Eliza Hasim, 2025 : Korelasi antara Kebiasaan Mendengarkan Lagu Bahasa Inggris, Penguasaan Kosakata, dan Keterampilan Menyimak Siswa Kelas VIII SMPN 1 Sungai Penuh Tahun Ajaran 2024/2025

**Advisor : 1. Dr. Rodi Hartono, S.Pd, M.Pd
2. Okti Wilymafidini, S.S, M.Pd**

Key words : *Kebiasaan Mendengarkan, Lagu Berbahasa Inggris, Penguasaan Kosakata, keterampilan menyimak, Korelasi*

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan mendengarkan lagu berbahasa Inggris, penguasaan kosakata dan keterampilan menyimak siswa di SMPN 1 Sungai Penuh. Secara khusus, penelitian ini bertujuan untuk mengkaji bagaimana ketiga variabel tersebut saling berhubungan dan apakah kebiasaan mendengarkan lagu berbahasa Inggris berpengaruh terhadap penguasaan kosakata dan keterampilan menyimak siswa. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan pendekatan korelasional. Populasi dalam penelitian ini terdiri dari 171 siswa kelas 8, dan sampel sebanyak 83 siswa dipilih menggunakan teknik cluster random sampling. Instrumen yang digunakan untuk pengumpulan data berupa kuesioner dan tes. Teknik analisis data meliputi uji asumsi klasik dan analisis statistik. Hasil analisis menunjukkan adanya korelasi positif yang sangat kuat antara kebiasaan mendengarkan lagu dan penguasaan kosakata ($r = 0.981$), korelasi positif lemah hingga sedang antara kebiasaan mendengarkan lagu dan keterampilan menyimak ($r = 0.286$), serta korelasi positif sedang antara penguasaan kosakata dan keterampilan menyimak ($r = 0.312$). Secara simultan, kebiasaan mendengarkan lagu dan penguasaan kosakata berkontribusi secara signifikan terhadap keterampilan menyimak siswa ($R^2 = 0.108$). Hasil ini menunjukkan bahwa meskipun masing-masing variabel independen tidak memiliki pengaruh signifikan secara individual terhadap keterampilan menyimak, penguasaan kosakata tetap menunjukkan pengaruh yang lebih kuat terhadap pengembangan keterampilan menyimak tersebut.

DEDICATION AND MOTTO

DEDICATION

With the completion of this long journey in writing my thesis, I proudly dedicate this work and express my deepest gratitude to all those who have supported me throughout my journey in writing this thesis, especially to:

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝١١

Meaning:

“O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Aware of what you do.”

(QS. Al-Mujadilah, 58:11)



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الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةَ وَالسَّلَامَ عَلَى أَصْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ وَعَلَى آلِهِمُ وَالصَّحْبَةِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

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Sungai Penuh, April 2025
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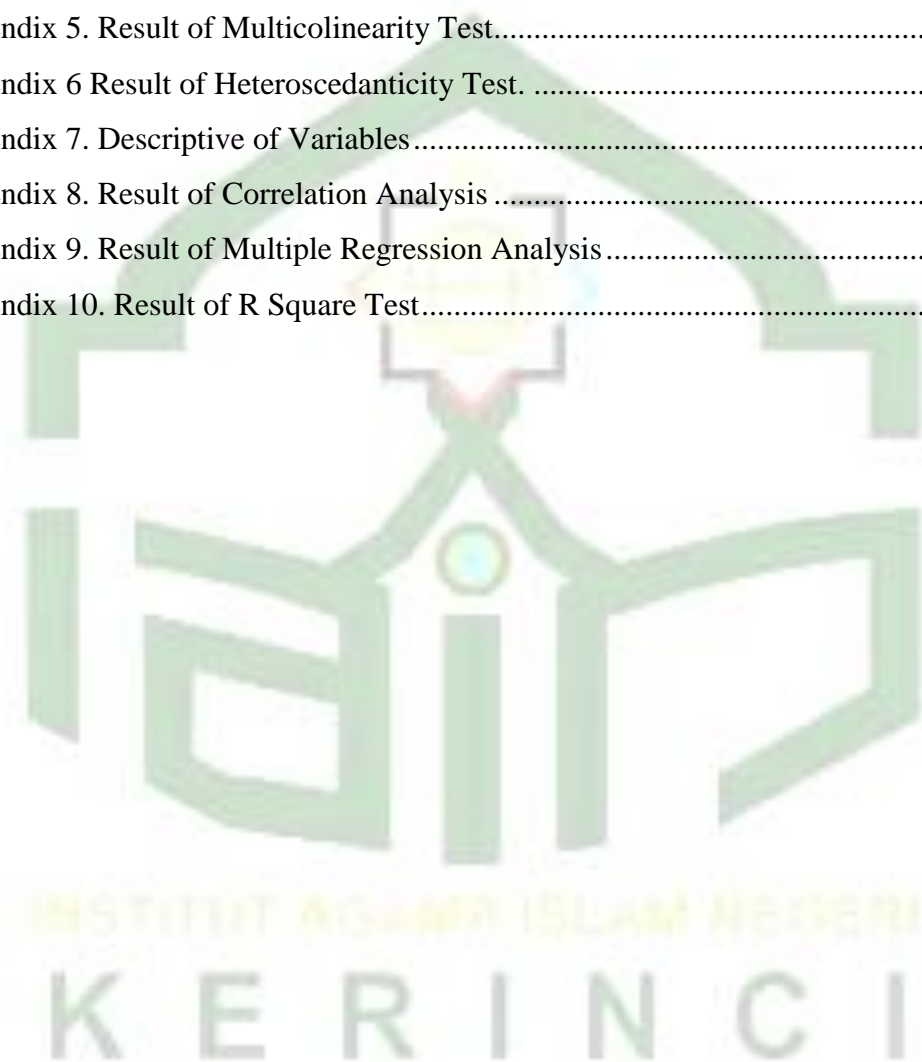
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English has four skills, namely listening, speaking, reading, and writing. Listening is one of the important English skills that must be mastered by students besides speaking, reading, and writing. Listening is the ability to understand what is being conveyed by others, either through direct conversations or through other media.

According to Rubin (1995:7) in Helgesen and Brown (2007:3), listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express. In addition to having a significant influence on language teaching methods, listening is a crucial part of the language learning process. According to Brown in Listiyaningsih (2017), listening plays an important role in the language acquisition process and has a great impact on language teaching practice. It involves understanding the accent or pronunciation of the speaker, his grammar, vocabulary and measuring his meaning.

Longman (2010, 258) defined that habit as a pattern behavior that is regular and which has become almost automatic as a result of repetition. The habit of listening to English songs is a repetitive act of paying attention and trying to get the meaning of English words until it becomes a behavior. It can be

concluded that the listening habit to English songs is a routine and automatic activity to pay attention and get meaning through lyrics, melodies, and rhythms sung in English in daily life.

Vocabulary plays an important part of the English language that everyone must master. Learning vocabulary is a key aspect of learning English. According to Renandya & Richards (2002:255), vocabulary is a core component of a language that provides a great deal of foundation on how learners will speak, listen, read, and write. Without vocabulary, a person who wants to speak, write, listen, and read cannot convey their ideas better. Mastering vocabulary has an important role in achieving many English language skills, including listening. This shows that the role of vocabulary is very important in language learning.

Many students find it challenging to understand words or sentences spoken in English verbally. One effective solution is using fun learning media, such as songs, as a tool for learning English, especially for listening skills. Songs provide a good form of listening because the students are generally very much concerned to make out the words (Byrne, 1997: 78). Songs will stimulate students to practice listening in a fun way and imitate the speech in the song. Naturally, they come into quick contact with the English language and enjoy the process. Shen (2009) stated that songs are great at fostering a relaxed and comfortable learning environment in addition to being helpful for language learning.

Based on the interviews that have been conducted by the researcher about the difficulty of students in learning English, the researcher can collect

information. In learning English, students have some difficulties. These difficulties include, vocabulary, they have difficulty remembering vocabulary, moreover the vocabulary they just found out due to their lack of vocabulary, difficulties in speaking English which is also caused by their lack of vocabulary and not being used to speaking English, difficulties in listening to English because many words sound the same and are spoken quickly, and difficulties in writing. Factors such as lack of motivation, and fear of public speaking were also identified as the main challenges that hindered their learning process.

In the learning process, teachers tend to use a learning method where students are asked to memorize their vocabulary in class, and most students are often noisy in class so they cannot focus and find it difficult to memorize vocabulary. This disruption not only affects their ability to concentrate but also reduces the effectiveness of traditional memorization techniques, making it harder for students to retain new words and use them in meaningful contexts.

Based on the problem above, the researcher is interested in conducting research with the title: **“The Correlation among Students’ Listening Habit to English Songs, Vocabulary Mastery and Their Listening Skill.”**

Although several previous studies have examined the relationship between listening habits to English songs, vocabulary mastery, and listening skills, most of them were conducted at the senior high school level. These studies—such as those by Despita (2021) and Salwa Zhafirah Bernanda et al. (2022)—showed significant correlations; however, the contexts and levels of

students involved differ considerably from junior high school learners in terms of cognitive development and language learning experiences.

Furthermore, many of these studies focused on only two variables, such as listening habits and vocabulary mastery, without analyzing their combined effect on listening skill. In addition, the findings from previous research have not been entirely conclusive, particularly regarding whether these two variables have a stronger influence when examined simultaneously.

Therefore, this study seeks to fill the gap by investigating the simultaneous correlation among listening habit to English songs, vocabulary mastery, and listening skill. Specifically among eighth-grade students at SMPN 1 Sungai Penuh.

B. Identification of the Problems

Based on the background explained above, several problems can be identified:

1. Students have problems of remembering the vocabulary because of the lack in vocabulary
2. The lack of motivation in improving listening skill and memorizing vocabulary
3. In listening, they have difficulty understanding the words that are spoken because many words sound the same and are spoken quickly
4. Growing the image of listening to English is difficult.

C. Limitation of the Problem

Based on the background and problem identification described above. The problem in this research can be limited to The Correlation Among Students' Listening Habit to English Songs, Vocabulary Mastery and Their Listening Skill.

D. Research Question

Based on the background and limitations of the problem, the main problems in this study can be formulated as follows:

1. Is there any correlation among students' listening habit to English songs, vocabulary mastery and their listening skill?

E. Purpose of the Research

The purposes of this research are as follows:

1. To examine whether or not there is a correlation among students' listening habit to English songs, vocabulary mastery and their listening skill.

F. Significations of the Research

There are several benefits of this study and the benefits are not only for the author but also useful for the students themselves.

1. For Educators

This research can serve as evaluation material to improve their teaching methods, particularly in teaching students' vocabulary and listening skills. It also helps educators identify students' weaknesses in vocabulary mastery and listening skill, so that more effective and targeted teaching strategies can be applied.

2. For Students

This research is also very beneficial for students' in improving their vocabulary mastery and listening skill. Also, hopefully, it can increase their interest and enthusiasm in learning English.

3. For Researcher

To improve the ability of researchers as future educators and as study material in conducting further research. And hopefully, this research will be useful in adding knowledge strategies or methodologies to teaching students.

G. Definition of Key Terms

1. Habit

According to Rick (2006), habit is an act, movement, pattern of behavior that practice to become easy and familiar performed without thought. Longman states that a habit as a regular pattern of action that has become virtually automatic as a result of repetition. It can be concluded that habit are patterns of behavior that are repeated on a regular basis without being actively considered.

2. Songs

Griffiee (2001:10) states that song is part of music that you sing through words. A song is composed of words that convey the writer's thoughts, emotions, and experiences.

3. Vocabulary Mastery

According to Hatch and Brown (1995: 1), vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use.

4. Listening Skill

Brown (2006) stated that listening is an activity to put the information they have heard. Listening skill is the language skill that first developed by someone in order to communicate. Through listening skill, someone is able to develop other language skills such as speaking, reading and writing (Nurani, 2017:80).

H. Hypothesis

Based on the problem formulation, the researcher formulates the research hypothesis as follows:

- H₀: There is no significant correlation among students' listening habit to English songs, vocabulary mastery and their listening skill.
- H_a: There is a significant correlation among students' listening habit to English songs, vocabulary mastery and their listening skill.

K E R I N C I

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Listening Habit

According to Good (1979), habit is an act, movement, or pattern of behavior that through practice has become easy and familiar, and is performed without conscious thought, hesitancy, or construction. Richard (2010:258) stated that habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. In addition, Worden (1970:30) stated that most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening we can learn by listening. Thus, the habit of listening is an action that is done repeatedly with the aim of capturing the meaning of what the listener hears.

Based on the explanation above, it can be concluded that listening habit is an activity of listening that is done repeatedly from an early age with the aim of understanding and being able to provide reciprocal responses in a conversation that is almost the result of repetition.

2. Habit in Listening to English Song

Listening to a song means that you appreciate the lyrics, rhythm, vocals and melody and try to understand the meaning. A song is a piece of music that contains lyrics that are sung. According to Brown in Listya Nigsih (2017), listening plays an important role in the language acquisition process

and has a great impact on language teaching practice. It involves understanding the accent or pronunciation of the speaker, his grammar, vocabulary and measuring his meaning.

According to Murphey cited by Arsyida (2018), there are three indicators of Listening Habit to English Song:

1. Repetitive action

Repetitive action is an aspects that shows how often listeners listen to English songs and repeat the activity.

2. Attention

Attention is the aspect which shows someone's attention for the objects. In this research are English songs with lyrics or phrases, melody, and rhythm.

3. Getting the meaning

Getting the meaning is an aspect that which listeners produce will to know and curious about the words they have listened in order to find out the overall meaning of the song.

Listening to songs can help students improve their vocabulary mastery. The application of song media in classroom learning can increase the achievement of competence in aspects of the use of punctuation, grammar, and vocabulary (Rifai, 2021).

3. Vocabulary Mastery

a. Definition of Vocabulary

According to Hatch and Brown (1995: 1), vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use. Furthermore, Longman (1978 : 28) defines that vocabulary is a list of words usually alphabetical order and with explanations of their meaning, less complete than a dictionary. Meanwhile, Linse (2005: 121) stated that, vocabulary is the collection of words that an individual knows. Furthermore, vocabulary mastery has an important role in achieving the listening skill and other skills in English. In addition, vocabulary is very crucial in the process of language acquisition. People will not be able to participate in a discussion if they cannot understand the meaning of the words used to address them.

b. The Kinds of Vocabulary

According to Hatch and Brown (1995), there are two kinds of vocabulary, can be classified as follows:

1. Productive vocabulary

Productive vocabulary is words that learners can understand the meaning, pronounce correctly and use constructively in speaking/conversation and writing. Therefore, productive vocabulary also called as an active vocabulary, because the learners can produce the words to express their thoughts to others. Examples of productive vocabulary:

- Organize – to arrange things in order
I need to organize my schedule for the week.
- Develop - to grow or improve over time
She's trying to develop her communication skills.
- Collaborate - to work together with others to achieve something
We need to collaborate to finish this project on time.

2. Receptive vocabulary

Receptive vocabulary also called passive vocabulary is words that the learners cannot produce, but they can understand and recognize when it used in context. It is the kind of vocabulary that appears in listening and reading texts, but it's not used in speaking and writing. In language application, the receptive vocabulary is considered the basic vocabulary. Examples of receptive vocabulary:

- Prudent – acting with care and thought for the future
It's prudent to save money for emergencies.
- Ephemeral – lasting for a very short time
Her fame was ephemeral, fading within a year.
- Cumbersome – large or heavy and therefore difficult to carry or use

The old machine was too cumbersome to move around the factory.

From the explanation above, it can be concluded that productive vocabulary is related to speaking and writing skills. While receptive vocabulary is related to reading and listening skills.

c. The Aspects of Vocabulary

According to Ur (1996: 60-62) the aspects which should be learned by students are:

1. Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). Pronunciation refers to how the word is spoken, while spelling deals with how the word is written.

2. Word Grammar

The learners also have to know how to arrange the words in order to make a good sentence. Word often follows specific grammatical rules. Knowing a word includes understanding how it behaves in different grammatical contexts.

3. Collocation

Collocation refers to how words typically combine with other words. The usual collocations associated with specific items also contribute to whether something sounds “right” or “wrong.” For example, people may use the expression “spend the money” rather than “use the money,” or “make a decision” rather than “do a decision.”

4. Meaning in Context

The aspect of meaning in context consists of:

a. Denotation

It refers to the use of the dictionary definition or literal meaning of a word. For example, the word “dog” denotes “a kind of animal”, “car” denotes “a motor vehicle with four wheels, used for transportation”.

b. Connotation

Connotation is the communication value as expressed by virtue of what it refers to, over and above its“ purely conceptual content. Or it can refer to a meaning that is implied by a word apart from the thing which it describes explicitly. For example, the connotative meaning of word “home” is “a nation”, “a place of warmth”, “comfort”, and “affection” or a word “vintage” is “something classic, high quality, or nostalgic”

c. Appropriateness

This term refers to whether a particular item is the appropriate one to use in a certain context or not. Students should know that certain words are very common, relatively rare, tend to be used in writing but not in speech/conversation, or appropriate for both formal and informal discourse. For example, the word ”weep” is virtually synonymous in denotation with “cry”, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

d. Synonyms

Synonyms are a word or phrase that has similar or same meaning. For example, the word “intelligent” has the same meaning with word “smart” or the word “Fast” has the same meaning with word “quick”.

e. Antonyms

Antonym is a word or phrase that has opposite meaning. For example, the word “hot” is antonym of the word “cold”.

f. Hyponyms

Hyponyms refers to a word of more specific meaning than a general or superordinate term applicable to it. For example: the hyponyms of animal are dog, cat, horse. For example, the word “Sparrow”, “eagle”, and “penguin” are hyponyms of “bird”.

g. Superordinate

A superordinate (or hypernym) is a word that represents a broad category or class under which more specific words (hyponyms) fall. It denotes a general concept that encompasses a range of related items. Or it could be said that it refers to a thing that represents a superior order or category within a system of classification. For example, the word “sport” is the superordinate of “football”, “basketball”, and “swimming”.

h. Translation

It refers to a word or expression in the learner's mother tongue that are equivalent to the meaning in the target language. For example, the word "laugh", in Indonesian has equivalent meaning with the word "tertawa".

5. Word formation

This is the process of understanding how words are formed through prefixes, suffixes, compounding, and conversion helps learners grasp word meanings and expand their vocabulary. Example: the prefix "un-" in "unhappy" indicates negation, and the suffix "-ness" in "happiness" turns an adjective into a noun.

d. Vocabulary Learning

In order to develop students' vocabulary, learning vocabulary includes the knowledge about word such as the function of words (word class), word meaning, and word formation. The detail explanations are as follows:

a. Word Class

Hatch and Brown (1995:218) stated that the word class is the classification of words of a language depending on their function in communication. According to its function (part of speech), there are noun, verb, adjective, adverb, pronoun, and preposition.

b. Word Meaning

According to Gaimis and Redman (1998:22), 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. Sense relation consists of:

1. Synonym

McCarthy (1990:16) stated, synonym means that two or more words have the same meanings. Synonym refers to group of words that share a general sense and so many be interchangeable in a limited number of context, but which on closer inspection reveal conceptual differences (Gaimis and Redman; 1998:15). In other words, synonym refers to a word that has the same meaning as another word. For example:

- a. Angry = Mad
- b. Loud = noisy
- c. Little = small

2. Antonym

Antonym can be defined as lexemes which are opposite in meaning (Crystal, 2003). And a famous Chinese linguist Hu Zhuanglin (2001, p.164) simply says “antonymy is the name for oppositeness relation”. For example:

- a. Bad - good
- b. Old – young

c. Tall – short

3. Hyponym

Hyponym is less familiar term to most people than either synonym or antonym, but it refers to a much more important sense relation (Crystal, 2003). According to Al- Shemmery & Alshemmery (2017) hyponym has a form of meaning that is related to each other that forms a sequence based on the arranged meaning.

For example:

- a. Colors: pink, blue, red
- b. Flowers: tulip, rose, daisy, sunflower
- c. Animals: cat, rabbit, dog
- d. Vehicle: bus, car, motorcycle.

Based on what has been stated, hyponym is a translation of meaning by relying on the hierarchy of meaning and the words its owned.

c. Word Building

Gains and Redman (1998:47) state that there are three main forms of word building which characterize English, namely:

1. Affixation

Affixation is the process of adding prefixes and suffixes to the base item; in this way items can be modified in meaning and or changed from one part of speech to another. Based on the

types of constructions they form, there are word which is formed by derivation and word which formed by inflection.

2. Words formed by derivation

Derivation is the construction of word which is result in the change of word class or the meaning of the stem. There are two derivational, suffixes and prefixes. Derivational suffixes are syllables or group of syllables such as -ion, -able, -less. That is joined to the end of the word or morpheme to change its meaning. Example: organization, avoidable, harmless. Derivational prefix is a syllable or group syllables such as un-, im-, mis-, dis-, and pre-, which is joined to the beginning of a word or morpheme to change its meaning. Example: unemployment, immorality, misbehavior, disagreement.

3. Words formed by inflection

Inflection is the construction of words which does not result the change of word class. There are four kinds of inflection:

- a. Plural forms, such as book-books, bus-buses, child-children.
- b. Possession, such as Indah's phone, Niki's shoes.
- c. Pronoun, such as Mita teaches her sister to read.
- d. Third singular verb, such as Kim studies English and he goes to school.

d. Compounding

According to Quirk, et al (1985:1567), a compound is a lexical unit consisting of more than one base and functioning both grammatically and semantically as a single word. The compound words itself can be interpreted as a combination of two or more morphemes to form a new word. In other words, compound words are a process of forming two or more words into one unit with a lexical meaning that can be understood. For example:

1. Notebook (note + book)
2. Handmade (hand + made)
3. Outdoor (out + door)
4. Moonlight (moon + light).

e. Conversion

According to Quirk et all, (1987:441) conversion is the derivational process whereby an item changes its word-class without the addition of an affix. In line with it, Carstairs-McCarthy (2002:48) defines conversion as a process whereby a lexeme belonging to one class can simply be "converted" to another, without any overt change in shape.

In conclusion, conversion is the process of converting a word into a new word with a different part of speech without any changes in spelling or in its form. For example:

1. Noun to verb

Email (noun) – Email (verb)

Noun : I received an email this morning

Verb : I'll email you the report later

2. Verb to noun

Drive (verb) – drive (noun)

Verb : He will drive to the office today

Noun : The drive to the beach took two hours

3. Adjective to noun

Light (adjective) – light (noun)

Adjective : the room is filled with light

Noun : she turned on the light

4. Adjective to verb

Empty (adjective) – empty (verb)

Adjective : the bottle is empty

Verb : please empty the trash.

f. Blending

Francis (1980) defines this process as a combination of clipping and compounding, which makes new word by putting together fragments of existing words in new combinations. Blends are words that are created from parts of two already existing lexical items. In other words, blending is the fusion of two words into one, usually the first part of one word with the last part of another. For example:

1. Brunch: breakfast + lunch

2. Midday: middle + day
3. Ballute: balloon + parachute
4. Infotainment: information + entertainment.

g. Clipping

This term refers to the process by which the full form of a word (or sometimes a phrase) is shorted without change in its function. In other hands, clipping is a kind of shortening. It means cutting off the beginning or the end of a word, or both leaving a part to stand for the whole. For example:

1. Dorm (clipped forms of dormitory)
2. Lab (clipped forms of laboratory)
3. Subs (clipped forms of subscribers)
4. Ad (clipped forms of advertisement).

h. Acronyms

Cannon (2011:107) views that acronym is a word formed from the initial letter or letters of each of the successive parts of major parts of a compound term. Cannon (2011:116) also said that an acronym is a word formed from the first letters of the words in a compound term.

For example:

1. NASA (National Aeronautics and Space Administration)
2. UNICEF (United Nations Children's Funds)
3. FBI (Federal Bureau of Investigation).

Based on the theories above, it can be concluded that the vocabulary mastery refers to the students' understanding of the forms and meanings of words in a language. It contains vocabulary components like as collocation, word grammar, word meaning (synonym, antonym, meaning in context), and word formation.

4. Listening Skills

a. Definition of Listening

According to Nation & Newton (2009) listening is the beginning of the ability to speak. In other hands, Schmitt (2010) said that listening is an ability that involves understanding spoken language characterized by the process of recognizing the voice spoken by the speaker, perceiving the intonation pattern that is carried out and the interpretation produced by the listener based on what is said by the speaker.

b. Types of Listening

The purpose of listening is to obtain information, capturing the content, as well as to understand the meaning of communication to be delivered by the speaker of the speech, this is a common goal (Tarigan, 2008:37).

Nation and Newton (2009:40) state that, we can distinguish listening into two broad types, they are:

a. One-way listening

This type is associated with the transfer of information or commonly called transactional listening. This can be seen in the extensive use of monologues in order to listen to materials.

b. Two-way listening

This type is associated with sustaining social relations (interactional listening). This type of listening occurs in our everyday interactions.

And according to Brown (2010) some types of listening as follows:

a. Intensive Listening

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language. Intensive listening means paying close attention to the language of the listening text to single out words or phrases, grammatical structures, specific sounds, or intonation patterns. This accuracy-focused listening makes students consciously notice linguistic forms, which facilitates language acquisition. Although real-life listeners seldom listen in such a way, intensive listening activities provide valuable practice in perceiving the nuances of the language and should be included in a listening lesson. Some examples of intensive listening activities are:

1. Transcription
2. Different types of dictations
3. Cloze (inserting words into blank spaces in a passage)
4. Dictogloss (listening to and then reconstructing a text)
5. Sentence completion
6. Error correction (comparing a spoken and a written text).

b. Selective Listening

Selective listening involves concentrating on specific details with a deliberate purpose in mind. It is usually done to extract information in response to a particular task, such as Listen and say when the train leaves or Write down the telephone number. Whereas intensive listening focuses on the precise language of the message, selective listening attends to essential bits of the content, disregarding irrelevant information. To engage in selective listening, students could practice:

1. Following directions and instructions
2. Taking notes
3. Answering specific questions about amounts, dates, time, facts, and so forth Using Texts and Designing Tasks
4. Predicting what will be said next after the recording has been stopped
5. Listing the sequence of steps, events, or topics mentioned in the text.

c. Interactive Listening

Interactive listening requires the listener to participate in the conversation by alternating between listening and speaking. This back-and forth interaction involves not only listening but also producing the language: negotiating the meaning, confirming understanding, taking turns, and delivering an appropriate response. It is the ultimate form of aural and oral practice that integrates linguistic forms, meaning, and social conventions of listening. Interactive listening practice can be done with peer students, teachers, or native speakers; because of the two-way nature of communication, these activities have a strong speaking component. Common interactive listening exercises include:

1. Interviews
2. Discussions
3. Partial dialogues, in which students listen to a speaker and respond
4. Information-gap activities, in which students exchange information to fulfill the task.

d. Responsive Listening

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

e. Extensive Listening

Extensive listening focuses on general comprehension of the text. It means getting the overall meaning and enjoying the content

rather than seeking answers to specific questions. It exposes students to different voices and styles, improves automaticity in processing spoken language, and builds confidence in dealing with the spoken input. Extensive listening is appropriate for any proficiency level; however, because the texts are understood as a whole, they should not be exceedingly difficult. The following activities are based on extensive listening:

1. Summarizing
2. Rating content as more or less interesting, using visual organizers (e.g., K-W-L [know, want, learn] and who/where/what/when charts).
3. Filling out listening logs, in which students record their listening goals and strategies for each text.
4. Practicing flood listening, in which students listen to several recordings on self-selected topics.

f. Responsive Listening

Responsive listening makes the listener relate to the content of the text by expressing an opinion, a feeling, or a point of view. Rather than appealing to facts, it elicits personal attitudes and emotions. This type of response may be colored by one's sociocultural background because the same content could cause different reactions from different cultures. Although responsive listening is more intellectually demanding because it requires both understanding and expressing one's

reaction, its personal dimension appeals to many students. Examples of responsive activities are:

1. Problem-solving tasks
2. Sharing and responding to personal experiences
3. Evaluative tasks, or making judgments about the truth, probability, and so forth
4. Paused listening, or responding to short parts of the text by making connections to personal experiences, world events, and so forth
5. Interpretative listening, or making inferences and deductions

Autonomous Listening

Autonomous listening describes any independent listening that is done outside the classroom. It promotes learner motivation and self-reliance because the choice of materials, comprehension monitoring, and task completion are determined by the listener. To help students cope with listening on their own, teachers can provide training in strategies and self-assessment techniques.

Besides that, Nunan (2003, p.31) said there are three indicators of listening:

- a. Listening for specific information: This usually involves catching concrete information including names, time, specific language forms, etc. It means that, it requires the listeners to know detail information about what they heard.

- b. Gist listening (Main Ideas): Students try to understand in general way. Example; students catch the main ideas, nothing sequence of events.
- c. Inference: this is listening for meaning that is implied but not stated directly. The learners try to catch specific or to understand a text generally when they come across information that is not stated directly. Inference is a higher level because it requires listener to think abstractly.

c. Definition of Listening Skills

As Rivers (1978: 63) mention listening is a complex operation integrating the distinct components of perception and linguistic knowledge in ways which are at present poorly understood. Listening can be seen (primarily) the active use of language to access other people's meanings (Cameron, 2001: 40). According to Russel in Hasyuni (2006:8), listening skill is listening with comprehension, attention and appreciation. In the other hands, Tarigan (2008) said 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 Based on the statements above, listening is a process of receiving information from the speaker in order to understand what they are saying.

d. Listening Processes

1. Bottom-up Process

According to Flowerdew & Miller (2005:24) on the bottom-up process, the listener builds understanding by the smallest unit of the individual sounds or phonemes. Then, they combined into words, which in turn together make up phrases, clauses, and sentences. At last, individual sentences combine to create ideas and concepts.

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003: 326).

2. Top-down Process

According to Nation and Newton (2009:40), key process on the top-down process is inferencing. The listener uses what they know of the context of communication to predict what the message, uses part of the message to validate, correct, or put into this.

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing

3. The Interactive Process

According to Flowerdew and Miller (2005:26), the interactive process is the process that involves both bottom-up and top-down processing.

Additionally, according to Nation and Newton (2009), the listening process consists of:

1. Hearings

This refers to the response of sound waves that stimulate the ear's sensory receptors. The brain then filters these responses and focuses on what is heard.

2. Understanding

This step helps us understand the symbols we see and hear. It refers to the analysis of stimuli so that we can understand the speaker's intent meaning.

3. Remembering

This is an important process because besides listening and interpreting the meaning by remembering, the listener will store the message or information in their memory.

4. Evaluating

This evaluation stage will be undoubtedly by active listeners. At this stage, the listener will weigh and pay attention to the facts and opinions of what is heard.

At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases

5. Responding

This step is the final stage of listening. Refers to feedback from what has been heard. Responding this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

B. Review of Related Studies

There are several studies that are relevant to this research, and can be used as a basis for this research, namely as follows: The first related study is conducted by Despita, from the STIA Satya Negara Palembang, entitled "A Correlational Study between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill". The study aimed to find out the correlation between habit in listening to English songs, vocabulary mastery, and listening skill of the tenth grade students of SMK KIMIA YTK Palembang. The data was

collected by using test and questionnaire. The population of the study was all of the tenth grade students while the sample was 30 students taken by cluster random sampling technique. The techniques used to analyze the data were simple and multiple correlation and regression by using SPSS 17. The results of the study show that there is a positive correlation between habit in listening to English songs and vocabulary mastery toward listening skill, both partially and simultaneously when in every one score increase from habit in listening to English songs (X_1) together with vocabulary mastery (X_2) it increases 0.795 of listening skill (Y) in the constant score of 4.804. It also means that habit in listening to English songs and vocabulary mastery contribute to listening skill; with the effective contribution 63.29% in which 17.23% from habit in listening to English songs and 46.06% from vocabulary mastery.

The similarities of the previous research and this research is both about correlational study, which uses three variables, namely listening habit to English songs, vocabulary mastery, and listening skills. There are also the differences from previous research where the population in the previous research was in the tenth grade of Senior High School, while in this study, the population is the eighth grade of Junior High School.

The second related study is conducted by Ni Luh Putu Seris Widiantari, from the FKIP University Mahasaraswati Denpasar, entitled “A Correlation Between Listening Habit to English Songs and Vocabulary Mastery of The Seventh Grade Students of SMP Negeri 4 Mengwi in Academic Year 2020-2021”. The study aimed to explain the correlation between listening habit and

vocabulary mastery of the seventh-grade students of SMP Negeri 4 Mengwi. The method of this study was quantitative method and the technique used was the correlation technique. The data were collected from questionnaire about listening habit and test about vocabulary mastery which were collected online via google form. The population of this research was the students of seventh grade at SMP Negeri 4 Mengwi. Both of data were calculated with Pearson Product Moment Correlation in SPSS 24 program. The results of the study shows that there is a positive correlation between listening habit and vocabulary mastery. It proved by the result of r_{xy} is (0.636) which that in the higher correlation. It means that the null hypothesis (H_0) in the research is rejected and the alternative hypothesis (H_a), which states that there is a correlation between listening habit and vocabulary mastery, is accepted.

The similarities between the previous research and this research is both about correlational study, also both research used Junior High School students as the population, the differences is that the previous research used the seventh grade students, while this study used the eighth grade students. And the previous study focused on two variables, namely listening habit to English songs and vocabulary, while this study focused on three variables, namely listening habit to English songs, vocabulary mastery, and listening skills.

The third related study is a research by Salwa Zhafirah Bernanda, Heru Setiawan, and Yuyun Hendrety, from the Tridinanti University Palembang, entitled "Correlation Between the Students' Habit in Listening to English Songs and Their Vocabulary Mastery at SMA Negeri 10 Palembang". The study aimed

to find out whether or not there was any significant correlation between students' habit in listening to English songs and their vocabulary mastery of the eleventh graders of SMA Negeri 10 Palembang and to measure how much students' habit in listening to English songs contributed to their vocabulary mastery. The instruments to collect the data were questionnaire and test. The population of the study was the eleventh graders of SMA Negeri 10 Palembang which consisted of 286 students in academic year 2021-2022. The results of correlation analysis showed that the *r-value* (0.818) was higher than *r-table* (0.344) at the level of probability (*p*) significance with sig.2-tailed (0.000) was lower than the alpha value (0.05). It can be concluded that there was a significant correlation between students' habit in listening to English songs and their vocabulary mastery. The result of regression analysis showed that value of R^2 was 0.669 and *p-value* (0.000) was lower than *α-value* (0.05). It indicated students' habit in listening English songs positively contributed to their vocabulary mastery as much 66.9%.

The similarities of the previous research and this research is both about correlational study, which focuses on students' listening habit to English songs and their vocabulary mastery, and the differences from previous research where the population in the previous research was in the eleventh grade of Senior High School, while in this research the population is the eighth grade of Junior High School. The previous research was focused on the how much students' habit in listening to English songs contributed to their vocabulary mastery.

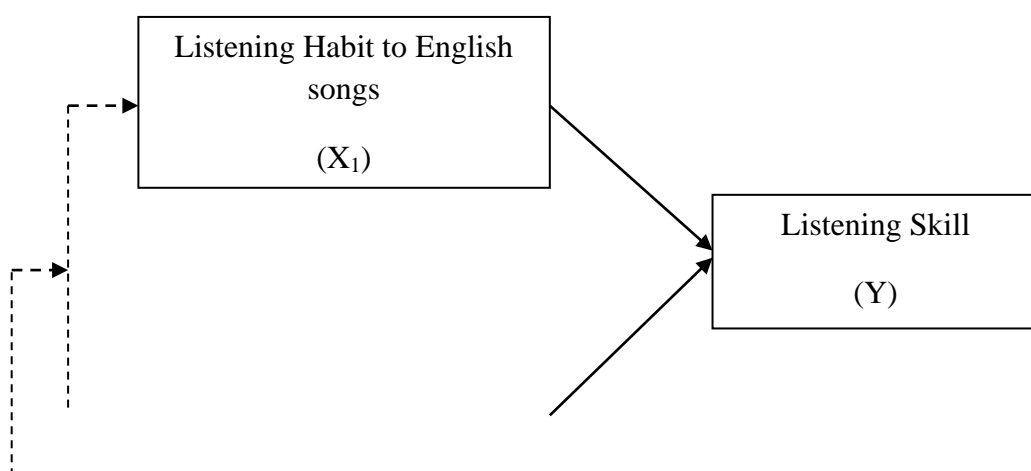
And the last related study is a research by Wardiansyah, Barnabas S, and Elfrida from the Bengkulu University, entitled "The Correlation Between

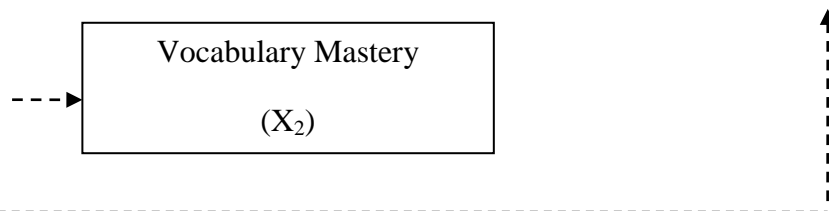
Listening Habit to English Song and Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu”. The study aimed at finding out the correlation between students’ listening habit to English song and their vocabulary mastery. The instruments to collect the data were questionnaire and VLT test. The population of the study was 60 students of Third Grade Students of SMPN 06 Kota Bengkulu. The result of the calculation was using Pearson Product moment formula process by SPSS IBM Statistic Version 20 Program, which showed the score of r_{xy} bigger than the score of r table ($0,835 > 0,254$). It means that H_a was accepted and H_0 was rejected. In conclusions, there is a positive and significant correlation between listening habit to English song and vocabulary mastery of third-grade students of SMPN 06 Kota Bengkulu.

The similarities of the previous research and this research is focused on the correlation between listening habits to English songs and vocabulary mastery, as well as used questionnaires and tests for data collection. However, the difference lies in the population used, with previous research involving third-grade students at SMPN 06 Kota Bengkulu, whereas this research uses eight grade students at SMPN 1 Sungai Penuh.

C. Theoretical Framework

The conceptual framework in this research as follows:





Information:

X_1 : Independent Variable (1)

X_2 : Independent Variable (2)

Y : Dependent Variable

→ : The influence of Independent Variables individually on Dependent Variable.

- - - → : The influence of Independent Variables together on Dependent Variable.

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CHAPTER III

RESEARCH METHOD

A. Research Design

The appropriate type of this research was quantitative research. According to Creswell (1994), quantitative research is a research design that is used for collecting data in numerical form. Therefore, in quantitative research, numerical changes can be measured precisely. Quantitative research aims to test theory, construct facts, indicate correlation between variables, provide statistical descriptions, estimate and predict the results (Tanzeh, 2011:10).

The research methodology used in this research was a quantitative descriptive using correlational approach. According to Fraenkel and Wallen (2012:331), correlational is a study which investigates the possibility of relationship between two or more variables. According to Jack and Norman (1993), correlational research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables. Correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis (Creswell, 2012:21). A correlational study may provide one of three possible outcomes: a positive correlation, a negative correlation or no correlation. The research design in this study was explanatory design where researcher is interested in finding out the correlation among variables. There are two kind variables in this study, namely independent variable and dependent variable. The independent variables

in this study are students' listening habit to English songs (X_1) and vocabulary mastery (X_2), while the dependent variable are listening skill (Y).

B. Population and Sample

1. Population

According to Sugiyono (2016), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by research to be studied and then conclusions. While Arikunto (2006:115) states that a population is a group of people or items from which the data are collected.

The population of this research was the Eighth Grade Students of SMPN 1 Sungai Penuh. Totalling 171 students, with the following distribution.

Table 3.1 Distribution of Eighth Grade Students of SMPN 1 Sungai Penuh.

No.	Class	Total
1	8A	28
2	8B	30
3	8C	28
4	8D	30
5	8E	28
6	8F	27
Total Populations		171

Source: Data Eighth Students SMPN 1 Sungai Penuh 2024-2025

2. Sample and Technique Sampling

Sample is a part or representative of the population studied. The sample is part of the number and characteristics of the population (Sugiono: 2016). In the other hands, Ary et. Al (2010:148) states that sample is a number of individuals, items, or events selected from a population for a study, preferably in such a way that they represent of the large group from which they were selected.

The technique sampling in this research was cluster random sampling. According to Gay et. al. (2012:123), cluster random sampling technique is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Cluster random sampling technique is most useful when the populations are very large or spread out over a wide geographic area. So, the researcher used cluster random sampling in choosing the sample. Cluster random sampling selects groups, not individuals.

Based on the explanation above, to find out the sample, the researcher used lottery by passing out small rolled paper marked by sequence name of the class, they are 8A, 8B, 8C, 8D, 8E, and 8F. Then after passing out the paper, the sample will be known. After the lottery was conducted by the researcher, classes 8A, 8C, and 8F were selected as samples, with a total of 83 students included as participants.

C. Research Variable

In this research, the researcher used 2 variables, namely independent variable and dependent variable.

1. Independent Variable (X)

Independent variable is the cause of a change in a dependent variable, which is known as the effect. In this research, there are 2 Independent Variables, namely Listening Habit to English Songs (X_1) and Vocabulary Mastery (X_2).

2. Dependent Variable (Y)

Dependent variable is one that is being measured or observed in an experiment where the independent variable is having an impact on it. In this research, the dependent variable used is Listening Skill (Y).

D. Research Instruments

A research instrument is a tool used to measure variables in research (Sugiyono, 2018). Research instruments are used to collect and analyze data before conducting research. The instrument's value is based on a multilayer scale, and it includes alternative replies to help respondents choose answers. The researcher used test and questionnaire to collecting data for this research. The test used to collect the data of vocabulary mastery adopted from Tri Daryanti (2015) and listening skill adopted from Hayati (2013) whereas the questionnaire used to obtain the data of students' listening habit to English songs. The questionnaire is adopted from Yi-Chun Chen (2009).

1. Questionnaire

Questionnaire used to collected data for this research, with a set of questions. In this research, questionnaire were employed to assess the of listening habit to English songs. The aim is to obtain data to the influence of Students' listening habit to English songs (X_1), vocabulary mastery (X_2) and their listening skill (Y).

The researcher did not validate the questionnaire because the questionnaire that used in this research is adopted from Yi-Chun Chen (2009). The questionnaire of listening habit to English songs consisted of 20 items and was distributed in Bahasa Indonesia. The researcher used close-ended type questionnaire to get information from the respondents. The scoring is based on the Likert Scale Type. Likert Scale Type is a scale with a number of points usually at least three but no more than seven.

Table 3.2 Instrument of listening habit to English songs

Indicator	Number of Questionnaire
Repetitive Action	1,2,3,4,5,6,7,8
Attention	9,10,11,12,13,14
Gettting Meaning	15,16,17,18,19,20
Total	20

Table 3.3 Scoring of Questionnaire Item

Statement Items	Scale				
	Never	Seldom	Sometimes	Often	Always
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Table 3.2 and 3.3, source: Setia (2022)

2. Test

According to Arikunto (2006), test is some question or instrument for measure ability, knowledge, intelligence that individual or group has. This research used two tests to obtain students' vocabulary mastery and their listening skill.

The first is vocabulary mastery. The researcher used multiple-choice test which has alternatives (a, b, c and d) in this research and the test is adopted from Tri Daryanti (2015).

Table 3.4 Instrument of vocabulary mastery

Indicators	Number of Items
Collocation	5,10,14
Word Grammar	8,17,20
Meaning in context	3, 9,12
Synonym	1,2,4,13
Antonym	6,7,16,18
Derivation	11,15,19
Total	20

Source: Daryanti (2018)

Table 3.5 The Classification of Students' Vocabulary Mastery Score

No	The Range of Score	Level Score
1	69-80	Very High
2	61-68	High
3	53-60	Moderate
4	45-52	Low
5	≤44	Very Low

Arikunto (2010)

The second is listening skill test. The researcher used instrument test adopted from Hayati (2013). 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.

Table 3.6 Instrument of Listening Skill

Indicator	Number of Item
Listening for specific information	1,3,4,5,6,7,9,10,12,13,16,17,18,19,20
Listening for main idea	2,8,14
Listening for inference	11,15
Total	20

Source: Hayati (2013)

Table 3.7 The Classification of Listening Skill Score

No	The Range of Score	Level Score
1	80-100	Very High
2	66-79	High
3	56-66	High Enough
4	40-55	Low
5	<40	Very Low

Source: Sudjana (2009)

E. Technique of Collecting Data

1. Questionnaires

In Questionnaire, the researcher used 20 items questionnaire designed to measure the listening habit to English songs. Typically, this is assessed by giving each of the possible options a number between 1 and 5. Positive and negative items used by the researcher.

2. Test

For vocabulary mastery, the test is an objective test in the form of multiple-choice test which has 4 alternatives (a, b, c, and d). The test consists

of 20 items. The test is an objective test in the form of multiple choices to measure students' vocabulary mastery.

For listening skill, the tests consisted of 20 items. The instrument of listening skill is multiple-choice test that consists a, b, c, d, and e. The students choose the right answer to each questions.

F. Technique of Analysis Data

1. Analysis Prerequisite test

a. Normality Test

Normality test is a test to measure whether the data has a normal distribution or not. To know the normality, the researcher used *Kolmogorov-Smirnov* test with help *SPSS 20*. These calculations can show that the data was normally distributed if the value of *Asymp.Sig* > 0.05 and vice versa if the value of *Asymp.Sig* < 0.05, the data was said to be not normally distributed.

b. Linearity Test

The linearity test conducted in order to recognize whether the correlation between the variables is linear or not. The test is established as the prerequisite test of multiple linear regressions (Priyatno, 2010). Linearity test provided information on whether the empirical model was linear, quadratic, or cubic. The basis for decision making in the linearly test was:

- 1) If the probability value > 0.05, then the relationship between variable X and variable Y was linear.

2) If the probability value < 0.05 , then the relationship between variable X and variable Y not linear (Sarjono, 2011:80).

c. Multicollinearity test

The multicollinearity test is carried out to determine the occurrence of multicollinearity between variables. Multicollinearity is a situation where there is a correlation between one independent variable and another. The correlation analysis used Product Moment correlation analysis which will obtain inter-correlation prices between independent variables.

d. Heteroscedasticity Test

Heteroscedasticity test aimed to test whether the regression model had an inequality of variance from residual data from one observation to another. If the variance of the residual data from one observation to another was constant, it was called homoscedasticity. A good regression model was one with homoscedasticity or no heteroscedasticity. One way to detect presence or absence of heteroscedasticity was by using the Glejser test. Basis for decision making was if the independent variable statistically significantly affected dependent variable, then there was an indication of heteroscedasticity. If probability of significance was above the 5% confidence level, then the regression model did not contain heteroscedasticity (Kurniawan, 2014:4).

2. Statistical Analysis

a. Correlation Analysis

To analyze the coefficient correlation among Students' Listening Habit to English songs, Vocabulary Mastery and their Listening skill, the researcher used SPSS 20. To determine of correlation coefficient used the Pearson Product-moment correlation analysis method with the following formula:

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

Description:

r_{xy} = Pearson Coefficient of Correlation

$\sum x$ = Sum of the items scores

$\sum y$ = Sum of the total scores

$\sum xy$ = Sum of the first and second scores

$\sum x^2$ = Sum of the squares of the first score

$\sum y^2$ = Sum of the squares of the second score

n = total sample.

According to Arikunto (2013) the interpretation of the correlation value or level with the rubric below:

Table 3.8 Classification of Correlation Level

<i>R Values</i>	Interpretation
0.800 – 1.00	High Correlation
0.600 – 0.800	Quite high Correlation
0.400 – 0.600	Quite low Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very low Correlation

b. Multiple Regression Analysis

This analysis is used to test the Independent Variables (X) together against the Dependent Variable (Y). This analysis was carried out using the *SPSS 20*.

3. Hypothesis Test

Hypothesis were temporary answers to the formulation of research problems, where the research problem formulation had been stated in the form of a question sentence, because it was still based on relevant theories, not yet based on empirical facts obtained through data collection. The associatiative hypothesis was as follows:

H₁ : $\rho = 0$. There is a significant correlation between Students' Listening Habit to English Songs and their Vocabulary Mastery.

H₂ : $\rho = 0$. There is a significant correlation between Students' Listening Habit to English Songs and their Listening Skill.

H₃ : $\rho = 0$. There is a significant correlation among Students' Vocabulary Mastery and their Listening Skill.

H₄ : $\rho = 0$. There is a significant correlation among Students' Listening Habit to English Songs, Vocabulary Mastery and their Listening Skill.

Hypothesis testing researchers will use:

a. Tested the first, second and third hypotheses used *Pearson Product Moment* data analysis techniques (A. Muri Yusuf, 2013), namely:

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

Description:

r = Correlation

X = Independent Variable

Y = dependent Variable

\bar{X} = mean of Independent Variable

\bar{Y} = mean of dependent Variable

The calculated correlation of the research variables was carried out by used SPSS 20 program.

- b. To test the fourth hypothesis, multiple regression techniques were used.

The formula used for multiple regression test in this research, namely:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + b_iX_i$$

Description:

\hat{Y} = predicted dependent variable subject

a = constant value of price Y

b = direction value as a predictor (prediction) which shows the value of the uncrease (+) or the value of the decrease (–) of variable Y .

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Findings

1. Descriptive of Variables

a. Descriptive Analysis of Listening Habit

Table 4.1 Descriptive of Listening Habit

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LH	83	48	80	5776	69.59	7.203
Valid N (listwise)	83					

Source: Primary data processed 2025

Based on the data presented in the table above, the distribution of questionnaire results measuring Students' Listening Habits to English Songs is shown, the questionnaire was adopted from Yi-Chun Chen (2009). The number of respondents (N) was 83 students. The minimum score recorded for Listening Habit was 48, while the maximum score was 80. The mean score was 69.59, with a standard deviation of 7.203.

Table 4.2 Distribution of Listening Habit

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
1-20	0	0	0.00%
21-40	0	0	0.00%
41-60	13	13	15.66%
61-80	70	83	84.34%
81-100	0	0	0.00%

Based on the data above, it can be explained that there were 0 students (0.00%) who were categorized into the very low frequency of listening habit, 0 students (0.00%) had a low frequency of listening

habit, 13 students (15.66%) had a moderate frequency of listening habit, 70 students (84.34%) had a high frequency of listening habit, and 0 students (0.00%) had a very high frequency of listening habit.

b. Descriptive Analysis of Vocabulary Mastery

Table 4.3 Descriptive of Vocabulary Mastery

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
VM	83	52	80	5832	70.27	6.528
Valid N (listwise)	83					

Source: Primary data processed 2025

Based on the data presented in the table above, the distribution of the test results measuring Students' Vocabulary Mastery is shown. The test was adopted from Tri Daryanti (2015). The number of respondents (N) was 83 students. The minimum score for vocabulary mastery was 52, while the maximum score was 80. The mean score was 70.27, with a standard deviation of 6.528.

Table 4.4 Distribution of Vocabulary Mastery

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
≤ 44	0	0	0.00%
45-52	2	2	2.41%
53-60	7	9	8.43%
61-68	25	34	30.12%
69-80	49	83	59.04%

Based on the data above, it can be explained that there were 0 students (0.00%) who were categorized in the very low level of vocabulary mastery, 2 students (2.41) were in the low level of vocabulary mastery, 7 students (8.43%) had a moderate level of vocabulary mastery, 25 students (30.12%) had a high level of

vocabulary mastery, and 49 students (59.04%) had a very high level of vocabulary mastery.

c. Descriptive Analysis of Listening Skill

Table 4.5 Descriptive of Listening Skill

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LS	83	65	90	6625	79.82	6.071
Valid N (listwise)	83					

Source: Primary data processed 2025

Based on the data presented in the table above, the distribution of the test results measuring students' listening skill is shown. The test was adopted from Hayati (2013). The number of respondents (N) was 83 students. The minimum score for listening was 65, while the maximum score was 90. The mean score was 79.82, with a standard deviation of 6.071.

Table 4.6 Distribution of Listening Skill

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
<40	0	0	0.00%
40-55	2	2	2.41%
56-66	18	20	21.69%
66-79	59	79	71.08%
80-100	4	83	4.82%

Based on the data above, it can be explained that there was 0 students (0.00%) had a very low level of listening skill, 2 students (2.41%) had a low level of listening skill, 18 students (21.69%) had high enough level of listening skill, 59 students (71.08%) had high level of listening skill, and 4 students (4.82%) had a very high level of listening skill.

2. Prerequisites Test

a. Normality Test

Table 4.7 Normality test of listening habit, vocabulary mastery, and listening skill

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		83
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	5.73283136
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.094
Kolmogorov-Smirnov Z		.929
Asymp. Sig. (2-tailed)		.355

a. Test distribution is Normal.

b. Calculated from data.

Source: Primary data processed 2025

The normality test was carried out using the One-Sample Kolmogorov-Smirnov Test on the unstandardized residuals. The result showed that the Asymp. Sig. (2-tailed) value was 0.355, and the results of Kolmogorov-Smirnov calculation showed that the significance value (p-value) is $0.355 > 0.05$. Therefore, it can be concluded that the regression model is feasible to use, and the distribution of the research data can be considered normally distributed.

This normality test was used not on the individual variables, but on residuals obtained from the regression analysis between the studied variables. Therefore, the test ensures that the residuals of the model meet the criteria for normal distribution.

b. Linearity Test

According to Ghozali (2018), a linearity test is conducted to determine whether there is a linear relationship between two continuous variables. The purpose of the linearity test is to ensure that the assumption of linearity is fulfilled before conducting linear regression analysis or other parametric statistical tests that require a linear relationship between variables. If the linearity assumption is not met, the results of the regression analysis may be inaccurate or misleading (Sugiyono, 2017). The results of the linearity test can be seen in tables below:

Table 4.8 Result of Linearity Test between listening skill and listening habit

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LS * LH	Between Groups	(Combined)	476.093	8	59.512	1.730	.106
		Linearity	246.418	1	246.418	7.162	.009
		Deviation from Linearity	229.675	7	32.811	.954	.471
	Within Groups		2546.196	74	34.408		
	Total		3022.289	82			

Source: Primary data processed 2025

The table above shows that the linearity test conducted in this research indicated a deviation from linearity between Listening Skill and Listening Habit was 0.471, which is higher than 0.05 ($0.471 > 0.05$). Based on the standard of decision, it can be concluded that the relationship between Listening Skill and Listening Habit is linear.

Table 4.9 Result of Linearity Test between listening skill and vocabulary mastery

			Sum of Squares	df	Mean Square	F	Sig.
LS * VM	Between Groups	(Combined)	499.104	7	71.301	2.119	.052
		Linearity	294.247	1	294.247	8.746	.004
		Deviation from Linearity	204.857	6	34.143	1.015	.422
Within Groups			2523.185	75	33.642		
Total			3022.289	82			

Source: Primary data processed 2025

The table above shows that the linearity test conducted in this research indicated a deviation from linearity between listening skill and vocabulary mastery was 0.422, which is higher than 0.05 ($0.422 > 0.05$). Based on the standard of decision, it can be concluded that the relationship between listening skill and vocabulary mastery is linear.

c. Multicollinearity Test

Multicollinearity in a regression model can be detected by examining the tolerance value and Variance Inflation Factor (VIF). A variable is considered to have multicollinearity if the tolerance value is < 0.10 or if the VIF value is > 10 . These thresholds indicate a high correlation between independent variables, which may affect the accuracy of the regression model.

Table 4.10 Result of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	LH	.372	2.687
	VM	.372	2.687
2	LH	1.000	1.000

a. Dependent Variable: LS

The table above shows the results of the multicollinearity test between Listening Habit and Vocabulary Mastery on Listening Skill. Based on the output, the Tolerance values for both independent variables (Listening Habit and Vocabulary Mastery) were 0.372 which is greater than 0.10 ($0.372 > 0.10$), and the Variance Inflation Factor (VIF) values were 2.687, which is less than 10 ($2.687 < 10$) for both variables. Since both variables meet these criteria (Tolerance > 0.10 and VIF < 10), it can be concluded that there is no multicollinearity problem in this regression model, and therefore, the variables are considered suitable for further analysis.

d. Heteroscedasticity Test

Table 4.11 Result of Heteroscedasticity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.912	4.076		1.941	.056
LH	.263	.247	.605	1.066	.290
VM	-.305	.272	-.636	-1.121	.266

a. Dependent Variable: Abs_RES

Heteroskedasticity test was conducted using the Glejser method to detect whether there was a variance inequality in the residuals of the regression model. Heteroskedasticity is a condition where the variance of the residuals is not constant across all levels of the independent variables, which can lead to inefficient estimators and affect the validity of hypothesis testing results (Gujarati & Porter, 2009).

Based on the table of results above, the significance value (Sig.) for Listening Habit is 0.290 and for Vocabulary Mastery is 0.266. According to the decision rule in the Glejser test, if the significance value (p-value) is greater than 0.05, then there is no indication of heteroskedasticity in the regression model (Ghozali, 2018). Since both values are greater than 0.05, it can be concluded that there is no indication of heteroskedasticity in this model.

This means that the regression model fulfills the assumption of homoskedasticity, ensuring that the regression results are valid and trustworthy. Homoskedasticity is important because it guarantees that the estimators are efficient and that hypothesis tests such as the t-test and F-test can be interpreted correctly (Wooldridge, 2012). Thus, the model is free from heteroskedasticity problems and is appropriate for further analysis.

3. Correlation of Listening Habit and Vocabulary Mastery

Table 4.12 Result of Pearson Correlations

		Correlations		
		LH	VM	LS
LH	Pearson Correlation	1	.981 ^{**}	.286 ^{**}
	Sig. (2-tailed)		.000	.009
	N	83	83	83
VM	Pearson Correlation	.981 ^{**}	1	.312 ^{**}
	Sig. (2-tailed)	.000		.004
	N	83	83	83
LS	Pearson Correlation	.286 ^{**}	.312 ^{**}	1
	Sig. (2-tailed)	.009	.004	
	N	83	83	83

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the Pearson correlation analysis in the table above, the correlation coefficient between Listening Habit and Vocabulary Mastery is $r = 0.981$ with a significance value of $p = 0.000$. This indicates a very strong positive correlation between Listening Habit and Vocabulary Mastery. The closer the correlation coefficient is to 1, the stronger the positive relationship. Since the significance value is less than 0.01, the correlation is statistically significant at the 99% confidence level. Therefore, the alternative hypothesis (H_a), which states that there is a significant correlation between listening habit and vocabulary mastery, can be accepted in this study.

This result suggests that students with stronger Listening Habit tend to have higher levels of Vocabulary Mastery. The strength of the correlation indicates a substantial and meaningful relationship between Listening Habit and Vocabulary Mastery in the context of English learning. The very high correlation value also implies that improvements in Listening Habit are strongly associated with gains in Vocabulary Mastery among the students.

4. Correlations of Listening Habit and Listening Skill

The correlation coefficient between Listening Habit and Listening Skill is $r = 0.286$ with a significance value of $p = 0.009$. This indicates a low to moderate positive correlation between the two variables. Although the strength of the relationship is not high, the significance level is below 0.01, meaning the correlation is statistically significant at the 99% confidence level. Therefore, the alternative hypothesis (H_a), which states that there is a

significant correlation between listening habit and listening skill, can be accepted in this study.

These findings suggest that students who engage more frequently in listening activities tend to have better listening skills, although the strength of the relationship is relatively weak. This implies that while listening habit contributes to listening skill development, its impact is not dominant, and other factors may also influence students' listening skill in the context of English language learning.

5. Correlations of Vocabulary Mastery and Listening Skill

The correlation coefficient between Vocabulary Mastery and Listening Skill is $r = 0.312$ with a significance value of $p = 0.004$. This result shows a moderate positive correlation between the two variables. Since the significance value is below 0.01, the correlation is considered statistically significant at the 99% confidence level. Therefore, the alternative hypothesis (H_a), which states that there is a significant correlation between vocabulary mastery and listening skill, can be accepted in the context of this study.

These findings suggest that students with better vocabulary mastery tend to have better listening skills. Compared to the correlation between listening habit and listening skill, this relationship is slightly stronger. Although the correlation is moderate, it still highlights that vocabulary knowledge plays an important role in supporting students' ability to understand spoken language. However, while vocabulary mastery contributes meaningfully to listening skill development, it alone may not be

sufficient to ensure high listening proficiency. This suggests that other linguistic or cognitive factors may also influence students' listening skill.

6. Correlations of Listening Habit, Vocabulary Mastery towards Listening Skill

Table 4.13 Regression Equation and its Significances

		Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	56.523	7.523		7.513	.000	
	LH	-.451	.455	-.535	-.991	.325	
	VM	.778	.502	.837	1.550	.125	

a. Dependent Variable: LS

Based on the coefficients table, multiple regression analysis was conducted to examine the effect of Listening Habit and Vocabulary Mastery on students' Listening Skill. The resulting regression equation is Listening Skill = 56.523 – 0.451(Listening Habit) + 0.778 (Vocabulary Mastery). The constant value of 56.523 indicates that when Listening Habit and Vocabulary Mastery are zero, the predicted value of Listening Skill is 56.523. The coefficient for Listening Habit is -0.451 with a significance value of 0.325, which is greater than 0.05, indicating that Listening Habit does not have a significant effect on Listening Skill. The standardized Beta value for Listening Habit is -0.535, showing a moderate negative influence, although it is not significant. Meanwhile, the coefficient for Vocabulary Mastery is 0.778 with a significance value of 0.125, also greater than 0.05, meaning that Vocabulary Mastery does not significantly affect Listening Skill. However,

the standardized Beta value for Vocabulary Mastery is 0.837, indicating a strong positive relationship between vocabulary mastery and listening skills, even though it is not statistically significant.

In conclusion, both independent variables—Listening Habit and Vocabulary Mastery—do not have a significant individual effect on Listening Skills. However, Vocabulary Mastery shows a stronger influence compared to Listening Habit. These findings suggest that while neither factor has a statistically significant individual effect, vocabulary mastery may still play a more influential role in enhancing listening skills in English language learning

Table 4.14 Multiple Regression Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	327.330	2	163.665	4.858	.010 ^b
	Residual	2694.959	80	33.687		
	Total	3022.289	82			

a. Dependent Variable: LS

b. Predictors: (Constant), VM, LH

Based on the results of the ANOVA test presented in the table above, the analysis of variance for the multiple regression model, which examines the influence of Listening Habit and Vocabulary Mastery on Listening Skill.

The Regression Sum of Squares (SS) is 327.330, indicating the amount of variance in Listening Skill that can be explained by the two independent variables. The Residual Sum of Squares is 2694.959, representing the variance that is not explained by the model. The Total Sum of Squares is 3022.289, reflecting the overall variance in the Listening Skill

scores. The degrees of freedom (df) are divided into two parts: 2 for regression and 80 for residual, with a total of 82. The Mean Square value for regression is 163.665, while the residual Mean Square is 33.687. These values yield an F value of 4.858.

The F-test is used to determine whether the regression model significantly improves the prediction of the dependent variable compared to a model with no predictors. The significance value (Sig.) is 0.010, which is lower than the conventional alpha level of 0.05.

Therefore, the result indicates that the multiple regression model is statistically significant, meaning that Listening Habit and Vocabulary Mastery together have a significant influence on students' Listening Skill.

Table 4.15 Significance Test of Multiple Correlation Coefficients

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.108	.086	5.804

a. Predictors: (Constant), VM, LH

Based on the model summary, the analysis yielded an R value of 0.329, indicating a weak but positive correlation between the independent variables (Vocabulary Mastery and Listening Habit) and the dependent variable (Listening Skill). In other words, as students' vocabulary mastery and listening habit improve, there is a slight improvement in their listening skill, although the correlation is not strong. The R Square value is 0.108, which means that 10.8% of the variance in students' listening skill can be

explained by the two predictors, while the remaining variance is likely influenced by other factors not included in the model.

The Adjusted R Square value is 0.086, which takes into account the number of predictors in the model. Reflects the proportion of variance explained after accounting for the number of predictors, indicating that only 8.6% of the variation in listening skill is explained by the model, indicating a limited contribution. The Standard Error of the Estimate is 5.804, which represents the average distance between the actual listening skill scores and the scores predicted by the model. A relatively high standard error suggests that there is still substantial unexplained variation in students' listening skills.

In conclusion, although the analysis indicates a positive relationship between vocabulary mastery, listening habit, and listening skill, the overall explanatory power of the model is relatively low. Therefore, future research is recommended to explore additional variables that may have a stronger impact on students' listening skill development and to build more comprehensive predictive models.

B. Discussion

1. Correlations of Listening Habit and Vocabulary Mastery

Habit is an act, movement, pattern of behavior that practice to become easy and familiar performed without thought (Rick, 2006). Longman states that a habit as a regular pattern of action that has become virtually automatic as a result of repetition. It can be concluded that habit are patterns of behavior that are repeated on a regular basis without being actively considered.

Listening habit and vocabulary mastery were also analyzed to examine their correlation. The results of the Pearson correlation analysis showed a very strong and significant positive correlation between students' listening habit to English songs and their vocabulary mastery, with an r-value of 0.981 and a significance value of $p = 0.000$. This implies that students who frequently listen to English songs tend to possess better vocabulary mastery. The correlation is statistically significant at the 99% confidence level, allowing the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a).

This strong relationship may be attributed to the repetitive exposure to vocabulary within authentic and contextualized input, as songs often feature repeated lyrics and natural language use. When students engage in regular listening activities through English songs, they unconsciously absorb new vocabulary, idiomatic expressions, and word usage in various contexts. This aligns with Renandya & Richards (2002), who emphasize vocabulary as a core language component influenced by listening input.

2. Correlations of Listening Habit and Listening Skill

Listening habit refers to students' frequency and regularity in engaging with English songs as a form of language exposure. As stated by Vandergrift and Goh (2012), consistent listening activities are expected to improve listening skill by increasing familiarity with pronunciation, vocabulary, and natural speech patterns.

The correlation analysis showed a low to moderate positive correlation between students' listening habits and their listening skills, with an r-value of 0.286 and $p = 0.009$, indicating a statistically significant relationship. Although the strength of the correlation is not high, it suggests that frequent exposure to English songs contributes to listening skill development.

This supported by Shen (2009), who stated that songs foster a comfortable and engaging language-learning environment. Listening to English songs may improve students' ability to distinguish sounds, intonation, and sentence patterns. However, the relatively low correlation also indicates that listening habit alone may not be sufficient for fully developing listening skills. Factors such as task-based listening, instruction, and strategy use could also influence students' listening skill.

3. Correlations of Vocabulary Mastery and Listening Skill

Vocabulary mastery is a key factor in facilitating the development of listening skill, as listeners must be able to recognize and interpret words rapidly in order to comprehend spoken messages (Nation, 2001).

The results showed a moderate positive and significant correlation between vocabulary mastery and listening skill, with an r-value of 0.312 and $p = 0.004$. This means that students who have a higher mastery of vocabulary tend to perform better in listening skill. Vocabulary mastery enables students to understand spoken texts more effectively, especially in identifying main ideas, details, and inferences.

This finding is consistent with Linse (2005), who asserted that vocabulary plays a fundamental role in understanding both written and spoken language. Students with broader vocabulary are more likely to comprehend meaning even in fast or unfamiliar spoken input. This highlights that vocabulary mastery is a key support for improving listening comprehension.

4. Correlations of Listening Habit, Vocabulary Mastery toward Listening Skill

Based on the results of the multiple regression analysis, it can be concluded that Listening Habit and Vocabulary Mastery together have a significant effect on students' Listening Skill, as indicated by the significance value of 0.010 ($p < 0.05$) from the ANOVA test. This means that these two independent variables simultaneously contribute to improving students' listening skill.

However, when analyzed individually, neither Listening Habit (Sig. = 0.325) nor Vocabulary Mastery (Sig. = 0.125) showed a statistically significant influence on Listening Skill. Despite this, the standardized Beta coefficient for Vocabulary Mastery (0.837) was substantially higher than that of Listening Habit (-0.535), suggesting that Vocabulary Mastery has a stronger and more positive contribution to Listening Skill development compared to Listening Habit.

The multiple correlation coefficient ($R = 0.329$) indicates a weak positive correlation, and the R Square value (0.108) shows that only 10.8% of the variation in Listening Skill can be explained by the combination of Listening Habit and Vocabulary Mastery. This implies that the remaining 89.2% is influenced by other unexamined factors, such as motivation, grammar comprehension, cognitive strategies, or learning environment.

In summary, although listening habit and vocabulary mastery do not demonstrate a statistically significant correlation with students' listening skill when analyzed separately, the results indicate that there is a significant correlation when both variables are considered simultaneously. Among the two, vocabulary mastery appears to have a more dominant influence on students' listening skills. This finding suggests that strengthening students' vocabulary knowledge may play a key role in improving their overall listening performance in English. It is recommended that future research include additional variables to obtain a more comprehensive understanding of the factors that contribute to students' listening skills in the context of English language learning.

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K E R I N C I

BAB V

CONCLUSION AND DISCUSSION

A. Conclusion

This study was conducted to examine the relationships among three variables: Listening Habit (X_1), Vocabulary Mastery (X_2), and Listening Skill (Y). Two independent variables (Listening Habit and Vocabulary Mastery) and one dependent variable (Listening Skill) were analyzed. Based on the findings, the following conclusions can be drawn:

First, Listening Habit (X_1) has a very strong positive correlation with Vocabulary Mastery (X_2) among the eighth-grade students at SMPN 1 Sungai Penuh. This indicates that students who frequently listen to English songs tend to have better vocabulary mastery.

Second, Listening Habit (X_1) has a low to moderate positive correlation with Listening Skill (Y) among the eighth-grade students at SMPN 1 Sungai Penuh. While the relationship is not strong, it suggests that frequent exposure to English songs may contribute, even slightly, to improve students' listening skill.

Third, Vocabulary Mastery (X_2) also showed a moderate positive correlation with Listening Skill (Y) among the eighth-grade students at SMPN 1 Sungai Penuh. This suggests that vocabulary mastery plays a meaningful role in enhancing students' understanding of spoken English.

Fourth, Listening Habit (X_1) and Vocabulary Mastery (X_2) together have a significant simultaneous effect on Listening Skill (Y) among the eighth-grade students at SMPN 1 Sungai Penuh. Mastery together have a significant effect on students' Listening Skill, as indicated by the significance value of 0.010 ($p < 0.05$) from the ANOVA test. This means that these two independent variables simultaneously contribute to improving students' listening skill.

Overall, the results of this study showed that listening habit and vocabulary mastery both play an important role in developing listening skills, although their effects are limited. Therefore, to improve listening skills, in addition to enhancing listening habits and vocabulary mastery, other factors should also be considered.

B. Suggestion

Based on the conclusion, the following suggestions are obtained:

a. For Students

The results of this study can provide insights for students to improve their listening habits in a more active and strategic way, not just through frequent listening but with focused attention. Additionally, students are encouraged to enhance their vocabulary mastery, as it is an important foundation to develop better listening skills.

b. For Teachers

This study provides valuable insights for English teachers in supporting students to develop effective listening habits and in highlighting

the importance of vocabulary mastery as an integral part of listening instruction. Teachers are encouraged to design listening activities that not only incorporate vocabulary learning but also foster active student engagement, as these approaches can more effectively enhance students' listening skills. Furthermore, the findings of this study may serve as a useful reference for future efforts to identify and explore additional factors that influence students' listening habit , vocabulary mastery, and listening skill.

c. For other researchers

This study may serve as a useful reference for future researchers interested in examining the relationships among listening habit, vocabulary mastery, and listening skill. The researcher acknowledges several limitations of the current study, particularly the restricted sample size and narrow research scope. In light of these limitations, it is recommended that future studies involve larger and more diverse samples to obtain findings that are more representative and generalizable. Furthermore, future researchers are encouraged to adopt more rigorous and precise research methodologies to enhance the reliability and depth of their results, thereby contributing more substantial insights to the field of language learning.

In the final section of this study, the researcher acknowledges several shortcomings and limitations, including the limited sample size and the narrow scope of the research. Therefore, it is hoped that future studies will be conducted with a larger number of participants and a broader population coverage. The researcher also suggests that, in conducting further research, educators and

researchers apply more careful and precise methodologies to generate more comprehensive findings and provide richer information for future readers and stakeholders in the field of language education.



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APPENDICES

Appendix 1 : Questionnaire and Test of the Research

KUESIONER PENELITIAN

A. Identitas Responden

Nama :

Kelas :

B. Petunjuk :

Bacalah setiap item pernyataan dengan seksama, kemudian berikan jawaban saudara/i pada salah satu pilihan jawaban yang tersedia. Hanya 1 (satu) jawaban untuk setiap item pernyataan. Pada setiap pernyataan terdapat 5 (lima) alternatif jawaban yang mengacu pada teknik skala Likert yaitu:

1. SL = Selalu
2. SR = Sering
3. KD = Kadang-kadang
4. JR = Jarang
5. TP = Tidak pernah

Peneliti menjamin kerahasiaan responden dalam penelitian ini, dan jawaban yang saudara/i berikan, tidak berpengaruh terhadap penilaian akademis saudara/i.

Petunjuk: Pilihlah satu jawaban dengan memberikan tanda checklist (√) pada kolom yang disediakan!

**Adopt from Yi-Chun Chen (2009)*

NO	Pernyataan	SL	SR	KD	JR	TP
1	Saya terbiasa mendengarkan lagu-lagu berbahasa Inggris.					
2	Saya meluangkan waktu beberapa menit/jam mendengarkan lagu berbahasa Inggris untuk menghafal/mengingat kosakata baru dalam bahasa Inggris.					

3	Saya mendengarkan lagu berbahasa Inggris secara berulang-ulang untuk memotivasi diri dalam belajar bahasa Inggris.					
4	Saya biasa mendengarkan lagu berbahasa Inggris di waktu senggang untuk belajar kosakata baru.					
5	Selain mendengarkan, saya juga sering menyanyikan lagu-lagu berbahasa Inggris.					
6	Saya tidak betah berlama-lama mendengarkan lagu berbahasa Inggris.					
7	Saya tidak biasa mendengarkan lagu-lagu berbahasa Inggris, karena saya tidak mengetahui artinya.					
8	Bagi saya sangat sulit untuk menghafalkan lagu-lagu berbahasa Inggris.					
9	Saya sangat tertarik untuk mendengarkan lagu-lagu berbahasa Inggris.					
10	Saya tertarik mendengarkan lagu berbahasa Inggris karena liriknya bagus.					
11	Meskipun saya sering mendengarkan lagu-lagu berbahasa Inggris, saya tetap kesulitan memahami liriknya.					
12	Saya tidak bisa menikmati lagu-lagu berbahasa Inggris karena saya tidak mengetahui arti dari liriknya.					
13	Saya tertarik pada lagu-lagu berbahasa Inggris yang kosakatanya saya tahu artinya.					
14	Saya sangat memperhatikan setiap kata dalam lagu berbahasa Inggris agar bisa memahami maknanya.					
15	Saya menerjemahkan lirik lagu berbahasa Inggris menggunakan Google Translate.					
16	Jika tidak bisa mengetahui arti dari lagu-lagu berbahasa Inggris, saya akan bertanya kepada teman saya yang pintar berbahasa Inggris.					
17	Saya tertarik untuk mendengarkan lagu-lagu berbahasa Inggris tetapi saya malas untuk mengetahui artinya.					
18	Saya suka mendengarkan lagu berbahasa Inggris yang mellow karena liriknya mudah dipahami.					
19	Bagi saya menerjemahkan lagu-lagu berbahasa					

	Inggris dengan menggunakan Google Translate tidaklah efektif.					
20	Bagi saya tidaklah penting untuk mengetahui arti dari lagu-lagu berbahasa Inggris.					

Vocabulary Mastery Test

**Adopt from Tri Daryanti (2015)*

VOCABULARY Test

Name :

Class :

Choose the correct answer of the following questions by crossing (X) a, b, c or d!

- We are going to go camping at Mount Kidul area from 8-10th January 2014. The contribution is Rp 65,000.00. The underlined word has similar meaning to, **EXCEPT** . . .

a. cost	c. fee
b. salary	d. charge
- More and more people in large cities suffer from asthma and other breathing disorders than ever before. It is clear that population destroys the environment. The synonym of “destroy” is

a. advantageous	c. damage
b. save	d. balance
- Many foreigners like visiting Indonesia because Indonesia has many interesting tourism. They also feel comfortable in our country because Indonesia people are very

a. carefully	c. interesting
b. well	d. friendly

4. To avoid the Mount Merapi danger, a thousand of people were evacuated from their homes to safe place near Yogyakarta Palace.

The closest meaning of “safe” is

- a. danger
- b. comfort
- c. secure
- d. harmful

5. It is difficult for me to get a good score in English because I . . . many mistakes on my test.

- a. work
- b. do
- c. carry
- d. make

6. Mount Rushmore is located in South Dakota, USA. It is a huge carving that shows the face of four American President.

The antonym of “huge” is

- a. big
- b. wide
- c. large
- d. small

7. It was designed to be the largest, fastest, and the most luxurious ship in the world.

The antonym of “largest” is

- a. biggest
- b. highest
- c. smallest
- d. longest

8. Mr. John : What will you do in the factory tomorrow?

Mr. Sam : I . . . a new machine.

- a. operate
- b. operated
- c. will operate
- d. am opening

9. Jack : Where does Mr. John work?

Ivan : He works in rice field. He plants rice. He is a good

- a. gardener
- c. carpenter

b. farmer

d. butcher

10. I will . . . my time for reading a book.

a. use

c. spend

b. do

d. make

11. Mount Galunggung is an active volcano. The first . . . was in 1889.

a. erupted

c. erupts

b. eruption

d. exploded

12. Kathy : Are you hungry, Hanny?

Hanny : No, but I am Let's get a soda.

a. tired

c. thirsty

b. sleepy

d. fresh

13. The winners of the competition will receive big goats as a prize.

The underlined word has similar meaning as, except

a. give

c. reward

b. gift

d. present

14. A good student will . . . attention to the teacher in class.

a. bring

c. make

b. take

d. pay

15. The bus was air-conditioned, so I felt

a. comfortably

c. comfortable

b. comfortless

d. comfort

16. She was deeply sad because her father passed away last week.

The underlined word has opposite meaning with

a. miserable

c. unhappy

b. happy

d. sorrowful

17. The Gembira Loka Zoo is . . . in Yogyakarta.

a. location

c. located

b. locating

d. locate

18. They stayed in the luxurious hotel. It is an expensive hotel with completed facility and good services.

The antonym of “luxurious” is

a. expensive

c. simple

b. fancy

d. extravagant

19. George is very . . . , so his classmates like him.

a. help

c. helplessly

b. helpless

d. helpful

20. Last holiday, my family and I . . . the movie.

a. watch

c. are watched

b. are watching

d. watched

Listening Skill Test

**Adopt from Hayati (2013)*

Name : K E R I N C I

Class :

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:	
- Flour	- a funnel
- glue	- balloon
- yarn	- board marker
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. What is the title of the text?
 - a. How to Make a Balloon Character
 - b. How to Make a Balloon Hat
 - c. How to Make a Balloon Faces
 - d. How to Make a Balloon Flower
 - e. How to Make Balloon Decorations

2. What is the purpose of the text?
 - a. to tell you about past event
 - b. to describe balloon faces
 - c. to explain balloon faces
 - d. to tell how to make a balloon faces
 - e. to persuade the readers to make a balloon faces

3. How many materials do you need to make a balloon faces?
 - a. three
 - b. four
 - c. five
 - d. six
 - e. seven

4. What things do you need to make a balloon faces? "Except"
- a. glue
 - b. yarn
 - c. flour
 - d. a funnel
 - e. pencil
5. What is the final step of the text?
- a. mold the balloon with your fingers
 - b. blow the balloon as you want.
 - c. tie a knot in the balloon
 - d. glue on some yarn for hair
 - e. draw a face on the balloon with board marker
6. What do you use to draw a face on the balloon?
- a. pencil
 - b. board marker
 - c. pen
 - d. marker
 - e. chalk

Text 2

Questions: 7-9

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

How to Make a Banana Shake

You will need:

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

7. What is the title of the text?
- a. How to Make a Banana Cake
 - b. How to Make a Banana Shake
 - c. How to Make a Fruit Shake
 - d. How to Make a Mango Shake

- e. How to Serve a Banana Dessert
8. 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
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!

How to Make Brownies.

Ingredients:

- 150 gram of butter.
- 150 gram of dark chocolate.
- 300 gram of flour.
- 4 eggs.
- 600 gram of sugar.
- 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?
- a. 200 gram
 - b. 300 gram

- c. 400 gram
- d. 500 gram
- e. 600 gram

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!

Ayuk : Hello, Indah!

Indah : Hi, Ayuk. What are you doing?

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

Indah : Of course! I like it.

Ayuk : Okay. 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 : Wow, it's simple.

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

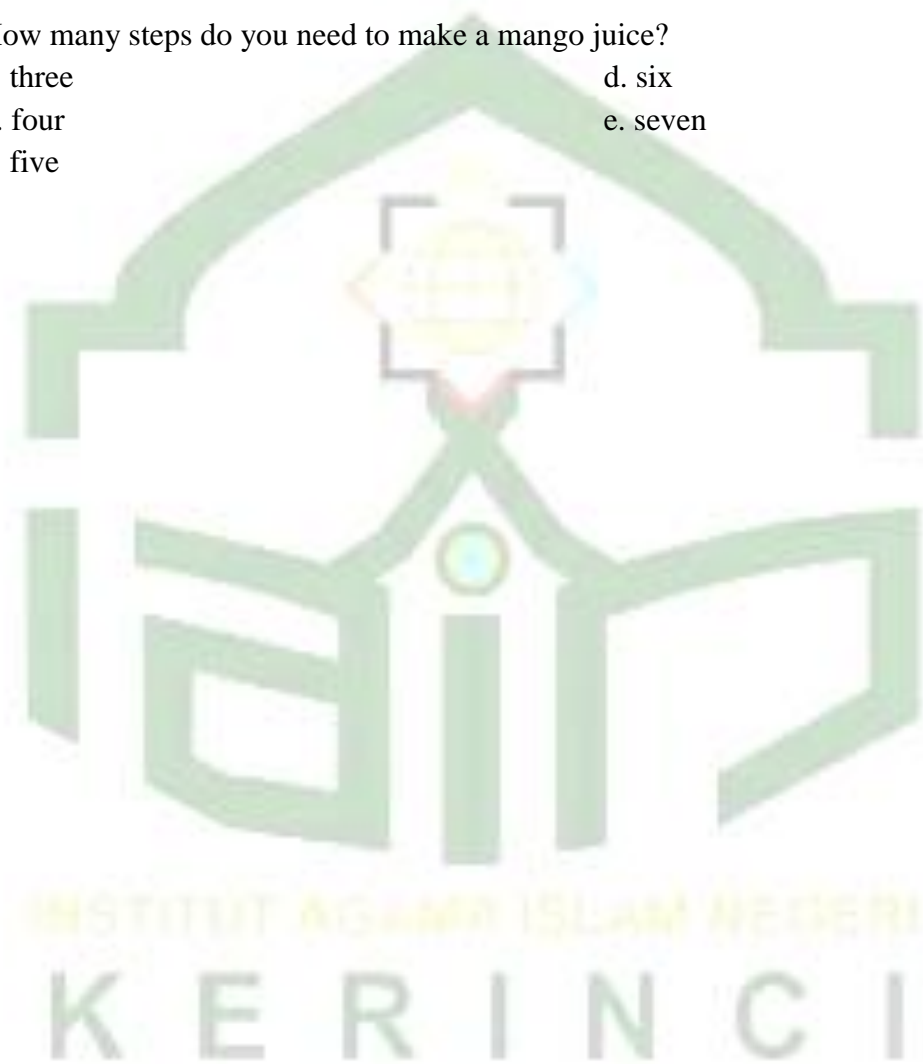
- d. put the water, ice and sugar
- e. pour the mango juice into the glass and ready to drink

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



Appendix 2 : Tabulation Data of the Research

a. Listening Habit (X_1) Data

No Resp.	Listening Habit (X_1)																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	4	4	4	4	2	2	2	4	4	4	3	3	4	3	3	3	3	68
2	4	4	2	2	4	3	3	3	3	3	2	2	4	4	3	2	3	3	3	3	60
3	4	4	4	4	4	2	2	2	2	2	5	5	5	5	4	4	3	1	3	3	68
4	4	4	4	5	4	4	4	4	3	4	4	4	3	3	4	1	4	3	3	3	72
5	5	4	2	4	3	3	3	3	3	3	3	3	4	2	2	2	2	3	3	3	60
6	4	2	2	3	4	3	4	4	3	2	5	5	3	3	3	3	3	2	3	3	64
7	3	3	3	3	3	3	5	4	3	2	3	3	2	3	3	3	4	2	2	3	60
8	4	5	4	5	4	3	3	3	3	2	3	3	2	2	2	2	2	3	2	3	60
9	4	4	2	2	2	3	4	4	3	3	3	3	3	3	4	4	4	4	2	3	64
10	5	5	5	3	3	3	3	3	3	2	2	3	3	3	3	2	2	2	2	3	60
11	4	4	3	3	3	3	3	3	3	2	5	3	3	4	3	3	4	4	2	2	64
12	4	4	4	4	2	4	4	4	3	2	3	4	4	2	3	5	4	4	2	2	68
13	5	4	2	2	2	1	3	3	3	3	2	2	2	4	3	5	3	3	2	2	56
14	5	5	1	1	2	3	2	3	3	3	2	2	2	2	2	2	2	2	2	2	48
15	4	4	3	3	3	3	3	3	3	2	2	2	2	2	3	2	3	1	2	2	52
16	2	2	2	2	2	4	3	3	3	3	3	4	3	2	3	5	3	3	2	2	56
17	4	4	1	4	1	3	3	3	3	3	3	3	4	2	2	2	2	2	1	2	52
18	5	5	3	3	3	3	3	3	4	2	2	2	2	2	2	2	3	1	3	3	56
19	4	4	2	2	3	2	3	2	1	3	3	3	3	3	3	3	3	3	3	3	56
20	5	5	3	3	3	3	2	2	2	2	4	4	4	2	3	5	3	3	3	3	64
21	4	4	3	3	3	3	3	4	2	2	3	2	1	3	3	5	3	3	3	3	60
22	4	4	3	3	3	4	3	4	4	2	3	2	2	3	3	5	3	3	3	3	64
23	4	2	4	4	2	3	3	3	3	3	4	4	2	2	4	5	3	3	3	3	64
24	4	4	4	4	4	3	4	4	4	3	3	3	3	3	4	2	3	3	3	3	68
25	4	5	3	3	3	3	3	4	2	4	2	4	3	3	5	5	3	3	3	3	68
26	5	4	4	4	5	3	4	4	5	3	4	5	3	3	3	5	3	3	3	3	76
27	4	4	5	4	5	3	3	5	3	3	4	4	2	2	4	5	3	3	3	3	72
28	4	4	4	4	4	3	4	4	4	3	4	4	4	3	5	5	4	3	3	3	76
29	4	5	5	4	5	3	3	3	3	3	5	4	4	4	4	4	3	2	1	3	72
30	5	4	4	4	4	3	4	3	4	3	5	4	1	3	4	5	3	3	3	3	72
31	5	4	4	3	3	3	3	3	3	3	4	3	2	3	5	5	3	3	3	3	68
32	4	4	5	4	4	3	4	4	5	3	4	5	3	3	3	4	3	5	3	3	76
33	5	4	4	4	4	3	4	5	5	3	4	5	5	3	4	2	3	2	4	2	76
34	4	4	4	2	2	2	2	2	5	3	4	5	4	3	3	5	4	3	4	3	68
35	4	4	5	4	4	3	4	4	4	2	4	4	4	3	4	5	4	3	4	3	76
36	2	4	4	4	2	3	4	4	4	1	5	5	4	5	4	5	4	3	2	3	72
37	4	4	5	3	3	3	3	3	5	3	2	2	2	2	4	5	4	3	2	2	64
38	4	4	4	4	4	3	4	4	4	3	4	5	4	5	4	5	4	3	2	2	76
39	4	4	4	4	4	3	4	4	4	3	2	5	4	5	2	5	4	3	2	2	72

40	5	5	5	2	2	2	2	4	3	3	2	4	5	3	4	5	4	3	2	3	68
41	4	5	5	4	4	3	5	4	5	3	2	4	5	4	2	5	4	3	2	3	76
42	4	4	4	4	4	3	4	4	5	3	2	5	5	3	2	5	4	2	2	3	72
43	5	5	5	4	5	3	5	4	5	3	2	5	5	3	2	5	3	2	2	3	76
44	5	5	5	2	2	2	2	2	5	3	3	3	3	3	4	3	3	2	4	3	64
45	4	4	4	4	4	3	4	4	5	3	3	4	4	3	4	3	3	2	4	3	72
46	5	5	3	4	5	3	4	4	5	3	3	4	4	3	3	3	3	2	3	3	72
47	5	5	3	4	2	2	2	2	2	3	3	4	4	3	4	5	3	2	3	3	64
48	4	4	3	4	4	2	3	4	5	3	3	4	4	3	4	5	3	4	3	3	72
49	5	4	3	4	4	3	4	4	5	3	5	4	4	3	4	5	3	3	3	3	76
50	4	4	3	2	2	3	4	4	2	3	3	4	5	4	3	5	3	4	3	3	68
51	4	4	3	4	3	3	4	4	4	3	4	5	4	4	4	5	4	4	3	3	76
52	4	4	3	4	4	3	4	4	4	3	5	5	5	4	4	5	5	4	3	3	80
53	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	5	4	4	3	3	76
54	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	5	4	4	3	3	76
55	5	5	5	4	5	3	3	3	3	3	2	2	2	3	2	5	3	4	3	3	68
56	4	4	4	4	4	3	5	4	3	3	4	4	5	4	4	5	3	4	2	3	76
57	4	4	4	4	4	3	4	4	3	3	4	4	4	5	4	5	5	3	2	3	76
58	4	4	4	4	3	3	4	4	3	3	4	4	4	3	4	5	5	3	5	3	76
59	4	4	4	4	4	3	4	4	3	3	3	4	4	3	4	5	3	3	3	3	72
60	4	4	4	4	4	3	4	4	3	3	3	4	4	3	5	5	3	4	5	3	76
61	5	5	5	4	5	3	5	4	3	3	4	5	5	3	3	3	3	3	2	3	76
62	4	4	4	4	3	3	4	3	3	3	4	4	4	3	4	3	3	3	2	3	68
63	4	4	4	4	4	3	4	4	5	5	5	4	5	5	4	5	3	3	2	3	80
64	5	5	5	4	4	3	4	3	3	2	2	5	2	4	3	3	3	3	2	3	68
65	4	4	4	4	4	3	4	4	3	3	4	4	4	3	4	5	3	3	2	3	72
66	4	4	3	4	4	3	4	4	3	3	3	4	5	3	4	5	5	3	5	3	76
67	5	5	5	4	5	3	5	4	3	3	4	3	5	3	3	3	2	3	5	3	76
68	4	4	4	4	4	3	4	4	3	3	4	4	4	3	4	5	5	5	5	4	80
69	4	4	3	4	4	2	2	4	3	3	4	3	4	3	4	5	3	3	3	3	68
70	5	5	5	4	5	3	5	5	3	3	4	3	3	3	3	5	3	3	3	3	76
71	5	4	5	4	5	3	4	4	3	3	4	3	3	3	4	3	3	3	3	3	72
72	4	4	4	4	3	3	4	3	3	3	3	4	3	3	3	5	3	3	3	3	68
73	4	4	4	4	4	3	4	4	3	3	4	5	5	3	5	5	3	3	3	3	76
74	4	4	4	4	4	3	4	4	3	3	4	4	5	3	5	4	3	5	3	3	76
75	4	4	4	4	4	3	4	4	3	3	4	4	4	3	4	4	3	3	3	3	72
76	5	5	5	4	5	3	4	4	3	3	3	4	3	3	4	3	2	3	3	3	72
77	4	4	4	4	4	3	4	4	3	3	4	4	4	3	4	4	3	3	3	3	72
78	4	4	4	4	3	3	3	4	3	3	4	3	3	3	3	5	3	3	3	3	68
79	4	4	4	4	3	3	4	4	3	3	4	5	5	5	4	5	3	3	3	3	76
80	5	5	5	4	5	3	5	5	3	3	4	5	5	3	3	5	3	3	3	3	80
81	5	4	5	4	5	3	5	4	3	3	4	5	5	3	4	2	3	3	3	3	76
82	4	4	5	4	4	3	4	4	3	3	4	4	5	3	4	2	3	3	3	3	72
83	4	4	4	4	4	3	4	4	3	3	5	5	5	3	5	3	3	3	4	3	76

b. Vocabulary Mastery (X₂) Data

No Resp.	Vocabulary Mastery (X ₂)																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
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2	4	0	4	4	4	4	4	4	0	4	4	4	0	4	4	4	0	4	4	4	64
3	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	72
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	76
5	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	0	0	0	4	4	60
6	0	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	0	4	4	4	64
7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	4	4	64
8	4	4	4	4	4	4	4	4	4	4	0	0	4	4	4	0	0	4	4	4	64
9	4	4	4	4	4	4	4	4	4	0	0	4	4	4	4	0	4	4	4	4	68
10	4	4	4	4	4	4	4	4	4	0	0	0	4	4	4	4	0	4	4	4	64
11	4	4	4	4	4	4	4	0	4	4	0	4	0	4	4	4	4	4	4	4	68
12	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	72
13	0	4	4	4	4	4	4	0	4	4	0	4	4	0	0	4	4	4	4	4	60
14	0	4	4	4	4	4	4	0	4	0	0	4	4	0	4	4	0	0	4	4	52
15	0	4	4	0	4	4	4	0	4	4	0	4	4	0	4	4	0	4	4	4	56
16	4	4	4	4	4	0	4	0	4	4	0	4	4	0	4	4	0	4	4	4	60
17	0	4	4	4	4	4	4	0	4	0	0	4	4	0	4	4	0	0	4	4	52
18	4	4	4	4	4	4	4	0	4	0	0	4	0	0	4	4	0	4	4	4	56
19	4	4	4	0	4	4	4	0	4	0	0	4	0	0	4	4	4	4	4	4	56
20	4	4	4	4	0	4	4	0	4	4	0	4	4	0	4	4	4	4	4	4	64
21	0	4	4	0	4	0	4	0	4	4	0	4	4	4	4	4	4	4	4	4	60
22	4	4	4	0	4	0	4	0	4	4	0	4	4	4	4	4	4	4	4	4	64
23	0	4	0	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	4	64
24	4	4	4	0	4	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	68
25	0	4	4	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	68
26	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
27	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	72
28	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	76
29	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	72
30	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	72
31	0	4	4	4	0	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	68
32	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
33	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
34	4	4	4	0	4	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	68
35	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
36	4	4	4	4	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
37	0	4	0	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	64
38	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
39	4	4	4	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	72
40	0	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	68
41	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	76

c. Listening Skill (Y) Data

No Resp.	Listening Skill (Y)																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
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2	5	5	5	5	0	0	5	5	5	5	0	5	5	5	5	5	5	5	5	5	85
3	5	5	0	0	0	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	80
4	5	5	5	5	5	0	0	5	5	5	0	5	0	5	5	0	5	5	5	5	75
5	5	5	0	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	5	5	85
6	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	0	5	5	5	85
7	5	5	5	5	0	5	5	0	0	5	5	5	5	5	5	5	5	5	0	5	80
8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	0	0	80
9	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	90
10	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	85
11	0	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	85
12	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	0	0	5	80
13	5	5	5	5	0	5	0	5	5	0	5	5	5	5	5	5	5	5	0	5	80
14	0	0	5	5	0	5	5	5	0	0	5	5	5	5	5	5	5	5	0	5	70
15	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	0	5	0	0	5	75
16	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	5	5	0	0	5	70
17	5	5	5	5	0	5	5	5	0	0	5	5	5	5	5	0	5	0	0	5	70
18	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	5	5	0	0	5	80
19	0	0	5	0	5	5	5	0	0	5	5	5	5	5	5	5	5	0	0	5	65
20	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	0	5	0	0	5	75
21	5	5	5	0	0	5	5	5	0	5	5	5	5	5	5	5	5	0	0	5	75
22	5	5	5	5	5	0	0	5	5	5	5	5	5	0	5	5	5	0	0	5	75
23	5	5	5	0	5	5	5	5	0	5	5	5	5	5	5	0	5	0	0	5	75
24	0	0	5	5	5	0	0	5	5	5	5	5	5	5	5	5	5	0	0	5	70
25	5	5	0	0	5	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	80
26	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	90
27	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	90
28	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	85
29	5	5	0	0	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	85
30	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	90
31	5	5	5	5	0	0	0	5	5	5	5	5	5	5	5	0	0	5	5	5	75
32	5	5	5	5	5	5	5	0	0	0	5	0	5	5	5	5	5	5	5	5	80
33	5	5	5	0	0	0	5	5	5	5	5	5	5	5	5	0	5	5	5	5	80
34	5	5	5	5	5	5	5	5	5	0	0	0	5	5	5	5	5	5	5	5	85
35	5	5	5	5	5	5	0	0	0	5	5	5	5	5	5	5	5	0	5	5	80
36	5	5	5	5	5	5	5	5	5	0	0	0	5	5	5	5	5	0	5	5	80
37	5	5	5	5	5	5	5	5	5	5	0	0	5	5	5	5	5	0	5	5	85
38	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	5	0	80
39	0	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
40	5	5	5	5	5	5	5	5	5	0	0	0	5	5	5	5	5	0	5	5	80
41	5	5	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	0	5	5	75

42	5	5	0	0	0	0	5	5	5	5	5	5	5	0	5	5	5	0	5	5	70
43	0	0	0	5	5	0	5	5	5	5	5	5	5	5	5	5	5	0	5	5	75
44	5	5	5	0	0	0	0	0	5	5	5	5	5	5	0	5	5	0	5	5	65
45	5	5	5	5	0	5	5	5	0	5	5	5	5	5	0	5	0	0	5	5	75
46	5	5	0	5	5	0	0	5	5	0	5	5	5	5	0	5	5	0	5	5	70
47	5	5	5	5	0	0	0	0	5	0	5	5	5	5	5	5	5	0	5	5	70
48	5	5	5	0	0	5	5	0	5	5	5	0	5	5	5	5	5	0	5	5	75
49	5	5	5	0	0	5	5	5	0	5	5	5	5	5	5	5	0	5	5	5	80
50	0	0	0	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	80
51	5	0	5	0	5	5	5	5	5	0	5	0	5	5	5	5	0	5	5	5	75
52	5	5	5	5	5	5	0	0	0	5	5	5	5	5	5	5	5	5	5	5	85
53	5	5	5	5	5	0	5	5	0	5	5	5	5	5	5	0	5	5	5	5	85
54	5	5	5	5	0	0	5	5	0	0	5	5	5	5	5	5	5	5	5	5	80
55	5	5	0	5	0	5	0	5	5	5	5	0	5	5	5	5	5	5	5	5	80
56	0	0	0	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	75
57	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	90
58	5	5	0	0	5	5	0	5	5	5	0	5	5	0	5	5	5	5	5	5	75
59	5	5	0	5	5	5	0	5	5	5	0	5	5	0	5	0	5	5	5	5	75
60	5	5	5	0	5	5	0	5	0	0	5	5	5	0	5	5	5	5	5	5	75
61	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	90
62	5	5	0	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	85
63	5	5	5	0	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	85
64	5	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	5	85
65	5	5	0	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	85
66	5	5	5	5	5	5	0	5	0	0	0	5	5	0	5	5	5	5	5	5	75
67	5	5	5	0	0	0	5	5	5	5	5	0	5	0	5	5	5	5	5	5	75
68	0	0	0	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	75
69	5	5	5	5	0	5	5	5	5	5	0	5	5	0	5	5	5	5	5	5	85
70	0	0	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	5	5	5	80
71	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	5	5	5	90
72	5	5	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	0	85
73	5	5	0	5	5	5	0	0	5	5	5	5	5	0	5	5	5	5	5	5	80
74	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	90
75	5	0	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	80
76	5	5	5	5	5	5	5	5	5	0	5	5	5	0	5	5	5	5	5	0	85
77	5	5	5	5	5	5	0	5	0	5	5	5	5	0	5	5	5	5	5	5	85
78	0	0	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	80
79	5	5	5	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	5	5	80
80	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	90
81	5	5	5	5	5	0	5	5	0	5	5	0	5	0	5	5	5	5	5	5	80
82	5	5	5	0	5	5	5	5	5	0	5	5	5	0	5	5	0	5	5	5	80
83	5	0	0	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	5	5	80

Appendix 3 : Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		83
Normal Parameters ^{a,b}	Mean	.0E-7
	Std. Deviation	5.73283136
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.094
Kolmogorov-Smirnov Z		.929
Asymp. Sig. (2-tailed)		.355

a. Test distribution is Normal.

b. Calculated from data.



Appendix 4 : Result of Linearity Test

Result of Linearity Test between listening skill and listening habit

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LS * LH	Between Groups	(Combined)	476.093	8	59.512	1.730	.106
		Linearity	246.418	1	246.418	7.162	.009
		Deviation from Linearity	229.675	7	32.811	.954	.471
	Within Groups		2546.196	74	34.408		
	Total		3022.289	82			

Result of Linearity Test between listening skill and vocabulary mastery

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LS * VM	Between Groups	(Combined)	499.104	7	71.301	2.119	.052
		Linearity	294.247	1	294.247	8.746	.004
		Deviation from Linearity	204.857	6	34.143	1.015	.422
	Within Groups		2523.185	75	33.642		
	Total		3022.289	82			

Appendix 5 : Result of Multicolinearity Test

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 LH	.372	2.687
VM	.372	2.687
2 LH	1.000	1.000

a. Dependent Variable: LS

Result of Multicolinearity Test

Variable	Tolerance	VIF	Information
Listening Habit	0.372	2.687	There is no Multicolinearity
Vocabulary Mastery	0.372	2.687	There is no Multicolinearity

Appendix 6 : Result of Heteroscedanticity Test

Result of Heteroscedanticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.912	4.076		1.941	.056
	LH	.263	.247	.605	1.066	.290
	VM	-.305	.272	-.636	-1.121	.266

a. Dependent Variable: Abs_RES



Appendix 7 : Table Descriptive of Variables

Descriptive of Listening Habit

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LH	83	48	80	5776	69.59	7.203
Valid N (listwise)	83					

Distribution of Listening Habit

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
1-20	0	0	0.00%
21-40	0	0	0.00%
41-60	13	13	15.66%
61-80	70	83	84.34%
81-100	0	0	0.00%

Descriptive of Vocabulary Mastery

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
VM	83	52	80	5832	70.27	6.528
Valid N (listwise)	83					

Distribution of Vocabulary Mastery

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
≤ 44	0	0	0.00%
45-52	2	2	2.41%
53-60	7	9	8.43%
61-68	25	34	30.12%
69-80	49	83	59.04%

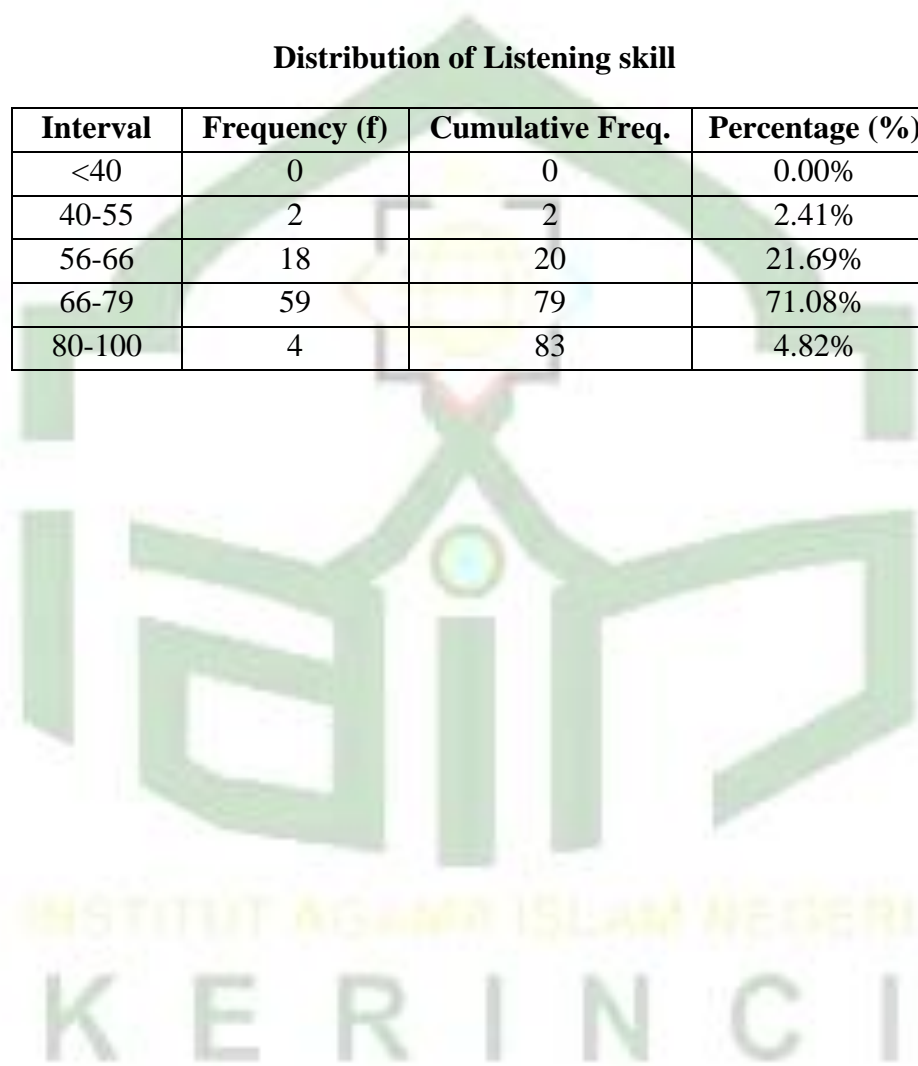
Distribution of Listening skill

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LS	83	65	90	6625	79.82	6.071
Valid N (listwise)	83					

Distribution of Listening skill

Interval	Frequency (f)	Cumulative Freq.	Percentage (%)
<40	0	0	0.00%
40-55	2	2	2.41%
56-66	18	20	21.69%
66-79	59	79	71.08%
80-100	4	83	4.82%



Appendix 8 : Table of Correlation Analysis

Result of Pearson Correlations

Correlations

		LH	VM	LS
LH	Pearson Correlation	1	.981**	.286**
	Sig. (2-tailed)		.000	.009
	N	83	83	83
VM	Pearson Correlation	.981**	1	.312**
	Sig. (2-tailed)	.000		.004
	N	83	83	83
LS	Pearson Correlation	.286**	.312**	1
	Sig. (2-tailed)	.009	.004	
	N	83	83	83

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

Regression Equation and its Significances

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.523	7.523		7.513	.000
	LH	-.451	.455	-.535	-.991	.325
	VM	.778	.502	.837	1.550	.125

a. Dependent Variable: LS

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Appendix 9 : Result of Multiple Regression Analysis

Multiple Regression Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	327.330	2	163.665	4.858	.010 ^b
	Residual	2694.959	80	33.687		
	Total	3022.289	82			

a. Dependent Variable: LS

b. Predictors: (Constant), VM, LH



Appendix 10 : Result of R Square Test

Significance test of multiple correlation coefficients

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.108	.086	5.804

a. Predictors: (Constant), VM, LH



Appendix 11 : Documentation



Figure 1.1 Vocabulary Test (8A)



Figure 1.2 Vocabulary Test (8F)



Figure 1.3 Vocabulaty Test (8C)

CURRICULUM VITAE



A. Biography of the Writer

Name : Eliza Hasim
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Address : Desa Sebukar, Kecamatan Tanah Cogok, Kabupaten
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Major : English Departement
Faculty : Tarbiyah and Teacher Training

B. Education Background

2008 – 2014 : SDN 100/III Sebukar
2014 – 2017 : MTsN Semerah / MTsN 3 Kerinci
2017 – 2020 : MAN 1 Kerinci
2020 – 2025 : Institut Agama Islam Negeri (IAIN) Kerinci