THE CORRELATION BETWEEN THE INTENSITY OF LISTENING ENGLISH SONGS AND STUDENTS' VOCABULARY MASTERY

(A Descriptive Research at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau - BARRU)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for Degree of Education in English Department

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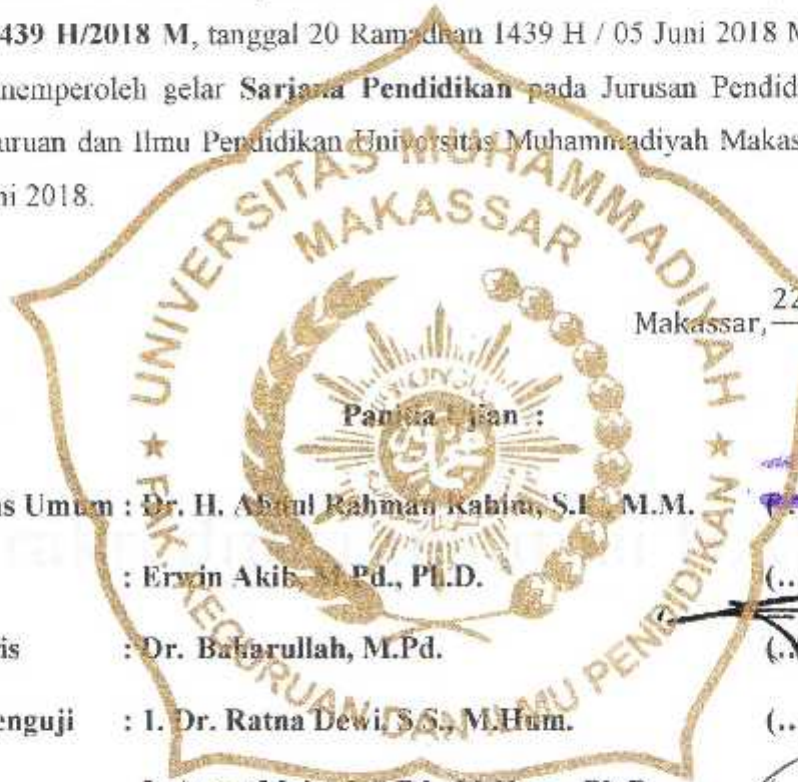
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ABSTRACT

PUJI ASTUTI, 2018. *The Correlation Between The Intensity Of Listening English Songs And Students' Vocabulary Mastery.***Thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar**. Supervised by Hasnawati Latief and Saiful.

The objective of the research is to find out the correlation between the intensity of listening English songs and students' vocabulary mastery. This research is limited the test of the intensity of listening English songs in this case Pop Song and students' vocabulary mastery in terms of verbs and nouns.

The population of this research is the Tenth Grade Students of SMA Negeri 1 Tanete Rilau–Barru, academic year 2017/2018.Which consisted of eight classes (IPA^{I,}IPA^{II}, IPA^{III},IPA^{IV},IPA^{V,} ,IPS^{I},IPS^{II},IPS^{III}), each class consists of 30 students. The researcher used random sampling technique.There were eight Classes (IPA^{I,}IPA^{II}, IPA^{III},IPA^{IV},IPA^{V,} ,IPS^{I},IPS^{II} and IPS^{III}),The researcher chooses one, it is IPA^{II,} as a sample and the number of sample was 30 students.

The results of the data analysis in terms of Students vocabulary Test explains that the frequency of good level is more than very good and fair level, it shown by the good level with 19 (63.3) frequencies and the result of intensity test can be concluded that the frequency of good level is more than very good it shown by the good level with 21 frequencies. In order to answer the problem statement for two variables (Vocabulary Mastery and Listening intensity, The analysis is analyzed the data by using SPSS 20 the data show the positive result (0.432) which mean the regression linear and have Moderate relationship and the significant (0.047) it means that the two variables significantly correlate .Therefore, this shows that there is a correlation between the students' intensity and their vocabulary mastery.

Keywords: Intensity, Listening Skill and Vocabulary Mastery.

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In writing this thesis the writer find many difficulties, thus she realize that is thesis had a lot of mistakes and weakness. Therefore, any corrections, suggestion or comments are welcome.

Makassar, May 2018

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Makassar, Mei 2018

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CHAPTER I
INTRODUCTION

A. Background

Listening is one of the keys to create a good communication. It has an important role in communication because most of our time we spend for listening activity. Gilbert (2002) stated that listening is the most critical communication skill. Underwood (1989) stated that listening is the activity of paying attention and trying to get meaning from something we hear. In daily activity, the listeners always listen many references not only about English material but also a song in order to improve their English skill. Listening to the song means that the listeners appreciates the lyrics, rhythms, vocal and melody and try to understand the meaning. Song is part of music which contains lyrics being sung. Grifee (2001) stated that "Song is part of music that you sing through words". Today, almost all people especially students, prefer to listen to songs as they can be an entertainment while they get bored. Murphey in Rosova (2007) stated, "In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafés, shopping malls, sports events, in our cars, and literally everywhere.

In line with Sedita (2005) states that vocabulary knowledge is crucial in listening and determining how well students understand about the vocabularies. In the regard to this matter, this study attempts to find out the

correlation between students' intensity and their vocabulary mastery. He found that Listening and vocabulary mastery have a strong relationship

There are several reasons that songs might be helpful in learning and teaching vocabulary. That is why, based on the interview that the researcher did to the English teachers, they said that there is a different ability of the students who like to listen music and the other students who do not like listen a music, it is because of the students' vocabulary acquisition , it probably has relationship because a song is a part of music which creates relaxing and enjoyable atmosphere in classroom, English songs are associated with native speakers, since they are singing by the natives. Furthermore, songs are also including in authentic material. Songs are easy to be gotten We find the anywhere and anytime. We can download them in the internet or just send via Bluetooth in our mobile phones. In line with the previous explanation, the researcher has already did an observation

Listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent means that the act of listening is done in a fixed and regular way. Students should practice their listening more and more, so their listening intensity and experience will be improved. It is supported by Robbins and Hunsaker (2009) states that listening has four key points. One of them is intensity. As a one of the skill in English Listening is assuming important thing in many language contexts. It is really important in the language classroom because can provide contribution for learners such as students' vocabulary, in line with Brown

(1994) explains that without sufficient vocabulary, one cannot communicate effectively or express his ideas both oral or written form in other word it can be said the intensity of listening is necessary needed by many learners in order to improve their skill in listening especially for their vocabularies.

Russel (2006) stated that listening has relationship or it can be integrated to the other skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996) says that there are some students' difficulties in learning listening: getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it is difficult to keep up and get tired. That is why in line with the previous explanation

Based on the problem describe above, the researcher is interested to conduct a research about *The Correlation between the Intensity of listening English songs and students' vocabulary mastery* at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru

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B. Research problem

Based on the previous background, the problem of the research is formulated as in the following question:

"Is there any correlation between the intensity of listening English songs and students' vocabulary mastery?"

C. Objective of the Research

  The objective of the research is to find out whether or not the correlation between the intensity of listening English songs and students' vocabulary mastery at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru

D. Significance of the Research

  This research is expected to be a reference for English teachers to develop an innovative teaching technique that is used in classroom and also be a useful and helpful source for the teacher in teaching English and also inspire other researcher, the research is likely to have implication to improve teaching technique being carried out in the English classrooms

E. Scope of the Research

  This research is limited the test of the intensity of listening English Words in this case Pop Song and students' vocabulary mastery in terms of verbs and nouns at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru academic year 2017/2018. .

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous related research findings, the concept of vocabulary, concept of listening, conceptual framework .

A. Preview Related Research Findings

1. The journal entitled *A Correlation Study Between Habit In Listening To English Songs, Vocabulary Mastery, And Listening Skill*. The study is aimed to find out the correlation between habit in listening to English songs, vocabulary mastery, and listening skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013; both partially and simultaneously. This study used a test and a questionnaire. The population of the study is all of the tenth grade students while the sample is 30 students taken by cluster random sampling technique. The techniques used to analyze the data are 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. The positive correlation indicates that habit in listening to English songs and vocabulary mastery tend to go up or to go down together with the with the student's listening skill.

2. Thesis entitled, *The Correlation between Students' Reading Comprehension and Vocabulary Mastery at the Second Year Students of MTs Aisyiyah Sungguminasa* .This research was aimed to analyze the correlation between students' reading comprehension and vocabulary mastery at the second year students of MTs Aisyiyah Sungguminasa.From the calculating by using Product Moment Formula, it was found out that the mean score of students' reading comprehension was 2.7 and the mean score of vocabulary mastery was 2.8. The result of applying the r distribution showed that the coefficient significant correlation was 0.71. The degree of significance 5% was 0.304 and the degree of significance 1% was 0.393. The meant r was higher than r-table (0.71>0.304) and (0.71>0.393). Thus, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

B. The Concept of Vocabulary

1. Vocabulary

a. Definition of vocabulary

Learning a language learner will be introduced to the component of languages such as grammar, pronunciation, and vocabulary. A vocabulary as one of the language components is needed to master a language. According to the Cambridge dictionary, vocabulary is all the words known and used by a particular person and all the words which exist in a particular language or subject.[20]Richards also defines that

vocabulary as one of the most obvious component of language and one of the first applied linguistics

Based on the definition above, it can be concluded that vocabulary is a list of words with their meaning especially one that accompanies a textbook in a foreign language. So, it is important to improve vocabulary power.

b. Vocabulary power

Power is the ability or capacity to do something or act in a particular way. So vocabulary power is ability to memorize word entirely owned by a language, while words represent a smallest unit in language containing concept or certain idea. Besides, it also comprehension to use the knowledge, not only just memorize it, but also can show the knowledge use the own word without change the meaning.

Without mastering vocabulary, it is impossible to master English well. The students who have many vocabularies, they can improve their English easily. When we learn about something or language we must understand it. Sometimes a student has certain motivation to master certain vocabulary, usually in relation to his need. For example when a student to go abroad, he needs to know the expression for asking some information, booking a hotel, buying things in a shop, and so on.

c. Types of vocabulary

Relating the definition of vocabulary it is important for us to know the types of vocabulary. There are two kinds of vocabulary. They are:

1. Receptive Vocabulary

 Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Passive vocabulary is the words which the students can recognize and understand while they are reading or listening. There are two ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms. Second way is looking in the dictionary.

2. Expressive vocabulary

 Expressive vocabulary refers to the words which the student can understand and pronounce the word correctly and use them in speaking and writing. It is called active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing. that there are two kinds of vocabulary, they are:

a) Content words

Content words are those vocabulary items that belong to open word classes (i.e., word classes that readily accept new words and discard old ones that there are no longer useful). The content words can be divided into three general classes.

1) Words that refers to a person, a place or thing that we might call them nouns. A <u>noun</u> is a part of speech that names a person, place, thing, idea, action or quality. All nouns can be classified into two groups of nouns, either common or proper. Words that express an action, an event or state are called verbs. A verb is an action or express word. It indicates the action or express in the present, past and future tenses.

2) Words are used to describe the qualities of things or actions are called adjective and adverbs.

b) Function words

Function words are those vocabulary items that belong to closed word classes (i.e., word classes that do not readily admit new items or lose old ones: pronoun, auxiliary verb, prepositions and determiners). All of the types of vocabulary above is important to understand

how to get vocabularies when we listen and read specifically in teaching learning process.

d. Vocabulary mastery

An interpretation comes from Mc Carten (2007: 21). He states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

In line with the statement, Thornbury (2002) explains how words are remembered through the three memory systems, Short-term store (STS), working memory, and long-term memory (Mc Carten ,2007).

Short-term store (STS) is the brain‟s capacity to hold a limited number of items of information for periods of time up to a few second. Successful vocabulary learning clearly involves more than simply holding words in mind for few seconds. For words to be integrated into long-term memory they need to be subjected to different kinds of operations (Mc Carten ,2007).

Mastering a word means mastering the aspects of word knowledge. Thornbury (2002) summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Mastering vocabulary does not necessarily only remembering

its spoken and written form. Thornburry (2002: 15) also emphasizes that in the most basic level, someone is said already knowing a word when he/she knowing its form and its meanings. He explains that knowing the meaning of a word does not just know its dictionary meaning (or meanings). It also means knowing the words commonly associated with it (collocation) as well as its connotation, including its register and its cultural accretions.

To summarize those statements, vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term memory or never forgotten by attend them for many times. Moreover, remember them is not enough. Knowing words means knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

e. **Function of Vocabulary**

Vocabulary has great function in language. People use vocabulary/words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The member of community can share their ideas for the social as environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be

developed.

In the world of commerce, certain vocabulary is used to introduce certain product and such vocabulary is usually recommended as new words. For instance, the word "computer" which newly appear in 20 decades while long before, we did not have this word. It appears a soon an it exists. Day by day, then number of English vocabulary go. Increasing rapidly following the advancement of the world, mainly in the field of economic, politic, culture, education, social, etc.

f. Vocabulary Selection

The teaching of vocabulary is an important part of language learning and it must be done carefully. Teacher should know which words are important to learn because many words will not be useful for students. Therefore, before teaching vocabulary, teachers should select the words to teach in accordance with the students' vocabulary need.

The vocabulary needed by the students is the vocabulary that can be used for language performance. For example, vocabulary for thinking, for communication, for human ralation in the class particularly, and generally in the society.

The aim of a vocabulary selection is to make the learning process more efficient before selecion. The teacher should determine the criteria of

selection words. The teacher can use the following criteria to select words for studying:

a. Those with high utility in daily life.

b. Those of necessary for comprehension in spesific subject area of interest to the students or needed by the students, such as personal need, social need, thinking need, and labeling need.

1. Personal need

Personal need means that the students need a language for communication, work, sharing information.

For example: study, play, discussion, etc.

2. Social need

Social need means that students need a language for communication with other people where the students live.

For example: work together in a group

3. Thinking need

In daily life students need a language for expressing ideas, solving problem, speaking, etc.

4. Labeling need

It means the students need a language for refers to person, place, thing, etc.

After knowing the criteria, the teacher will use some technique in the teaching vocabulary, some of criteria that should be paint attention to such as:

1. It should interest the leaners.

2. It should make the learners pay attention to form or use the words in sentences.

3. It should give for repetition

Based on the discussion about the language needs of the students, we can see that when select words and which words help the students to express their ideas as much as possible and which words must be urgent to the students to know.

2. Concept of Listening

a. Definition of Listening

Listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. So, listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. For example, linguistic is only by using his knowledge of language. He can decides the continuous of sound into meaningful units at all, and it was compared with shared knowledge between listener and speaker that he can interpret their meaning. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for

meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.

b. The types of Listening

In this case, Underwood (1989) explains two types of listening; they are one-way listening and two-way listening:

a. One-way listening

One-way listening is important in academic settings such as lecture, lecturers and school lesson. It can be emphasized as listening in order to study. In the other hand, pedagogic has characteristics consist of cognitive content, focusing in formal language or like writing and need to do something what has been heard. For example we take a note in the content. In other conditions, or situations, we take place watch cinema or listening to the radio. In this case, the language is listened to be the spoken variety. So, the purpose of listening is different in other situations. In addition, one-way listening is an interaction where students are taking in information, such as a lecture.

b. Two-way listening

Two-way listening is more accurate in listening and speaking. In brief, it includes dialogue and discussion. All kinds of two-way listening are different, because of come into play and sometimes make it easier and other make it more difficult than one-way listening. Two-way listening is very low on cognitive content and opportunity request classification or

repetitions. Meanwhile, the classification above need to produce response while listening to one's interlocutor, in the processing of what is being heard and the misinterpreting interlocutor's intent. In this case, it was influenced by intensity time pressure. In two-way listening, the listener must be careful on what the speakers say to get the information from interlocutor, so there isn't misconception purpose because it was influenced by repetition.

c. Listening Processes

Underwood (1989) states that The teaching or .learning process of listening can be divided into three stages: pre-listening, listening task, and post listening

a. Pre-listening

Pre-listening is the warming up activity before the learners have the listening tasks. Pre listening is how the teacher can help learners activate the balanced between the bottom up and top-down processing, this is called interactive processing. Pre-listening activities is almost same as brainstorming in reading or writing.

b. Listening tasks

There are three types of listening activities for the beginners 'level. They are listening for specific information, listening for a gist or global listening, and inference.

c. Post- listening

The range of listening activities is at least as wide as listening tasks themselves. At times, post listening may be as simple as checking the answer to comprehension questions, either by the teacher telling learners what the correct answers are, my eliciting answers from learners themselves, or by having learners compare their answers in pairs or small groups.

d. Problems in teaching and learning listening

There are some problems in teaching and learning process of listening, they are:

a. Trouble with sound

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

b. Have to understand every word

This is very common problem, often unconsciously fostered by teachers and listening comprehension materials which encourage the learner to believe that everything that is said is important information. The effort to understand everything often results in effective comprehension, as well as feelings of fatigue and failure. The teacher need to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

c. Can not understand fast, natural native speech

Learners will often ask the teacher to slow down and speak clearly. but that is cannot helping students to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal task as they can successfully understand as soon as possible. One of the advantages of teacher produced talk is that teacher can provide students with this sort of discourse at the right level for them, getting faster and more fluent as their listening skill develop.

d. Need to hear things more than once

In real life, the students often going to have to cope with one-off listening and we can certainly make a useful contribution to their learning if teacher can improve students' ability to do it. The teacher can use the texts that include redundant passages and within which the essential information is presented more than once, and not too intensively and give the learner opportunity to request clarification or repetition during the listening.

e. **Listening intensity**

Intensity is the quality of being very strong, concentrated or difficult or the degree to which something is difficult or strong.in other words, Listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent means that the act of listening is done in a fixed and regular way

According to Robbins and Hunsaker active listening has four key points. Those are:

a. Intensity**:** the active listener concentrates intensely on what the speaker is saying (and leaves out other things, e.g. money, friends…)

b. Empathy: the listener puts himself in the speaker's shoes in order to understand and interpret the message being spoken in the way the speaker intended.

c. Acceptance**:** listening objectively without judging content, absorbing what is being said and to withhold judgment on content until the speaker is finished.

d. A willingness to take responsibility for completeness**:** the listener does whatever is necessary to get the full, intended meaning from the speaker's communication. He listens for feelings as well as for content and asking for questions to ensure understanding

Active listeners concentrate intensity on what the speaker is saying and tunes out the thousands of miscellaneous thoughts that create distractions. Active listening takes generosity, empathy and trust as the listener is offering the other the gifts of understanding, acceptance and of being taken seriously. Effective listening also requires the listener's patience and holding back judgments and evaluations in order to fully hear the other out. Also he has a good feeling of the speaker and understands

what he really wants. As such the relationship between the interacting parties is strengthened.. Students should practice their listening more and more, so their listening intensity and experience will be improved. Example of intensive listening performance include these :

a. Student listen for cues in certain choral or individual drills

b. The teacher repeats a word or sentence several time to imprint it in the student's mind,

c. The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation

C. Song

a. Definition of song

song is a short musical work set to a poetic text with equal importance given to music and to the words, it may be written for one or several voices and is generally performed with instrument accompaniment So, song is short musical creation which hear more beautiful with music instrument accompaniment.

According to Zouhri, he stated that a song is a very strong means of triggering emotions that contributes to socialization (a song is collective), appeals to the ear (one listens to himself while singing), engenders pleasure (reproduction of a sound, enjoyment of the rhythm), helps to develop an aesthetic taste (expressing feelings and sentiments). English song is a poetic word that is arranged by the writer in order to be sung in English language. Song is useful.

amusing and challenging.

b. Characteristic and component of song

A good song contains four important characteristics, they are:

1. A good song needs a universal message and a story worth telling. It means that song ideas are produced around us every day, but you need to catch that one special message.

2. A good song needs memorable hook. The hook line usually appears in the chorus, or if there is no chorus, it is in the first or last line of each verse.

3. A good song is easily understood. A song needs simplicity to be popular because people do not often focus, close their eyes and listen to the words of song.

4. A good song uses imagery. If you listen to a song, listen for the images.

c. Music Genres

A music genre **i**s a conventional category that identifies some pieces of music as belonging to a shared tradition or set of conventions. It is to be distinguished from *musical form* and *musical style*, although in practice these terms are sometimes used interchangeably. Recently, academics have argued that categorizing music by genre is inaccurate and outdated.

Music can be divided into different genres in many different ways. The artistic nature of music means that these classifications

are often subjective and controversial, and some genres may overlap. There are even varying academic definitions of the term *genre* itself. In his book *Form in Tonal Music*, Douglass M. Green distinguishes between genre and form. He lists madrigal, motet, canzona, ricercar, and dance as examples of genres from the Renaissance period. To further clarify the meaning of *genre*, Green writes, "Beethoven's Op. 61 and Mendelssohn's Op. 64 are identical in genre – both are violin concertos – but different in form. However, Mozart's Rondo for Piano, K. 511, and the *Agnus Dei* from his Mass, K. 317 are quite different in genre but happen to be similar in form. Some, like Peter van der Merwe, treat the terms *genre* and *style* as the same, saying that *genre* should be defined as pieces of music that share a certain style or "basic musical language. Others, such as Allan F. Moore, state that *genre* and *style* are two separate terms, and that secondary characteristics such as subject matter can also differentiate between genres. The genre of music can be seen below

a. Melody

b. Folk Music

c. Jazz

d. Blues

e. Rock Music

f. Hip Hop Music

g. Pop Music

h. Melody

i. Classical period	m. Reggae
j. Orchestra	n. Punk rock
k. Rapping	o. Country music
l. Opera	p. Rhythm and blues

D. **Conceptual framework**
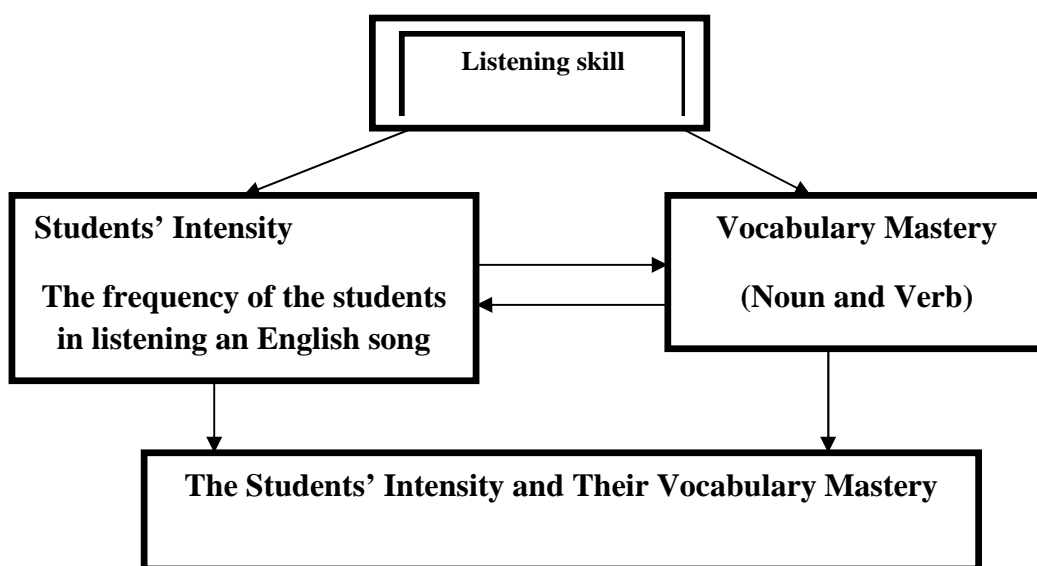
Figure 2.1.Conceptual Framework

Before doing the research, the researcher will identify the students' listening skill based in the observation in the   school. After that the researcher will give the test to the students, there are two kinds of the test that will be done. The first is Questionnaire test, it means the researcher only give Questionnaire test to know students' intensity in listening music. Second is Vocabulary test, vocabulary test here means that the researcher will ask the students to put their answer on form fill the blank and change the meaning of the vocabularies, based on this test the researcher will measure the students' vocabulary of the students.

After the researcher does the test, the researcher will identify and find the correlation between students' intensity in listening and their Vocabulary mastery.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive correlation method which analyzing the correlation between the intensity of listening English songs and students' vocabulary mastery.

B. Population and Sample

a. Population

According to McMillan (1996:85), a population was a group of elements or cases, whether individuals, objects, or events, that conform to a specific criteria and to which we intended to generalize the results of the research.

The population of this research was the Tenth Grade Students of SMA Negeri 1 Tanete Rilau –Barru, academic year 2017/2018.Which consisted of eight classes (IPA^{I,}IPA^{II}, IPA^{III},IPA^{IV},IPA^{V,},IPS^{I},IPS^{II},IPS^{III}), each class consists of 30 students.Thus,The total number of population was 240 students.

b. Sample

The sample was the group of elements, or a single element, from which data were obtained (McMillan, 1996:86). The researcher used random sampling technique.There were eight Classes (IPA^{I,}IPA^{II},

IPA^{III},IPA^{IV},IPA^{V,} ,IPS^{I},IPS^{II} and IPS^{III}),The researcher chooses one, it was IPA^{II,} as a sample and the number of sample was 30 students.

C. **Research Instrument**

a. Questionnaire

Questionnaire was used to get the data of the students' intensity in listening English songs. The questionnaire was a widely used and useful instrument for collecting survey information, providing structure, often numerical data, being able to administer without the presence of the writer, and often being comparatively straight forward to be analyzed.

The writer used a direct questionnaire which was consisting of questions that had to be answered by the respondent and there were several answers that had been provided so that the respondents only choose the most appropriate answer to collect the data of the students' intensity in listening English songs.

The questionnaire was a multiple choice form of four alternatives based on the intensity indicators. The respondent were asked to respond to each of the statements in terms of several degrees, usually four degrees of the students frequency and the respondent could respond in one of the following option: (i) strongly agree, (ii) agree, (iii) disagree, (v) strongly disagree.

b. Test

In this study, the writer used an objective test in the form of Fill the blank to know the students' vocabulary mastery. The test consisted of 40 items. The score was 1 for correct answer and 0 for each incorrect answer.

D. Data collection

The writer used vocabulary test and questionnaire as the techniques to collect the data for the research. The questionnaires were used to obtain the data for the students' intensity of listening English songs while the test was used to collect the data of vocabulary.

E. Data Analysis

The data from the instruments were analyzed by these formulas as follows:

1. Classifying the students' score into five classifications:

Table 3.1 Classifying the Students Score

Score	Classification
91-100	Excellent
75-90	Good
61-74	Fair
51-60	Less
X<51	Poor

(Depdiknas, 2005:214)

2. Calculating the percentage of the students' mean score::

$$X = -\frac{\sum x}{N}$$

Where: $\overline{X}$ = Mean

                  x = the sum of all score

                  N = Total number of subject

(Gay, 1981)

3. Product Moment and Linear Regression formula to analyze the data. Product moment was used to describe the strength of the relationship between the variables, while Linear Regression was used to describe the strength of the relationship between several independent variables and one dependent variable .Product Moment formula used SPSS 20 as follows:

   Value of r could be used to show coefficient correlation between the variables as shown below;

   a. Positive Correlations: Both variables improved or decreased at the same time. A correlation coefficient close to +1.00 indicated a strong positive correlation.

   b. Negative correlations: Indicated that as the amount of one variable improves the other decreases. A correlation coefficient closed to -1.00 indicated a strong negative correlation.

c. No correlation: indicates any relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

Correlation characteristics would determine the direction of the correlation, the closeness of the correlation could be grouped as follows;

Table 3.2 Interpretation of the value of *r*

The value of r	Interpretation
>0.800 – 1.00	Very Strong Correlation
>0.600 – 0.800	Strong Correlation
>0.400 – 0.600	Moderately Correlation
>0.200 – 0.400	Weak Correlation
>0.000 – 0.200	Very Weak Correlation (No Correlation)

(Sujarweni, 2015:61)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consists of students' Listening intensity and Vocabulary Mastery and the correlation of both. In the discussion part, the researcher described the findings detail as follows.

A. Findings

This section presents the answer of problem statements. Those are the students' vocabulary mastery in Verb And Noun and the correlation both of them.

1. Students' Vocabulary Test

   Vocabulary Test consisted of 40 numbers of multiple-choice and after analyzing the students' Vocabulary Achievement of the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru . Based on the data obtained from the Vocabulary test, the score was determined 0 - 100. The frequency and the percentage rate of the students' Vocabulary mastery could be seen in the following table.

Table 4.1.The Frequency and the Percentage Rate of Students' Vocabulary Mastery

No	Score	Classification		Frequency	Percent (%)
1	91-100	Excellent	A	0	0
2	75-90	Good	B	19	63.3
3	61-74	Fair	C	6	20

4	51-60	Less	D	5	16. 7
5	>50	Very poor	E	0	0
Total				**30**	**100%**

The table 4.1 shows above, it can explain that the frequency of good level is more than very good and fair level, it shown by the good level with 19 (63.3) frequencies.

Tabel 1. The students' Mean Score

No	Indicators	The students' Mean Score
1.	**Vocabulary Test**	71.6

The data on table 4.2 shows that the score of Vocabulary Test got good classification (71.6).it is indicated that the students had prior knowledge in terms of vocabulary test which cover verbs and nouns.

2. Students' Intensity Test

Based on the data collected from the intensity test, the score of student's had been determined,This data were taken from the students' responses to the 40 questionnaire items of the students' intensity to listen to English songs.The score Classification of the students' intensity was presented in the following table.

Table 4.3. The Frequency and the Percentage Rate of Students'
Intensity

No	Score	Classification	Final Score	Frequency	Percent (%)
1	91-100	Excellent	A	6	20
2	75-90	Good	B	21	70
3	61-74	Fair	C	3	10
4	51-60	Less	D	0	0
5	>50	Very Poor	E	0	0
Total				**30**	**100%**

the table shows above, it can be concluded that the frequency of

good level is more than very good it shown by the good level with 21

frequencies. From the data calculation , it is found that the mean of the

data is 84.0 The students' highest score is 96.9 and the lowest score is

61.3.

No	Indicators	The students' Mean Score
1	**Intensity Test**	84.0

Based on the result above, it can be concluded that The students' Mean

 Score in intensity test is in high intensity (84.0).

3. Research Findings based on Statistical Analysis

The main goal of this research was to find out whether or not there was a

correlation between students' listening intensity and students' vocabulary

achievement To find out the correlation between the students' intensity

and their vocabulary mastery, the writer analyzed namely Listening

Intensity (X) and vocabulary mastery (Y) variables. These two variables are analyzed by using the Product Moment correlation. correlation between variable X and variable Y was presented in the following table:

Correlations

		STUDENTS ' Vocabulary	STUDENTS' INTENSITY
STUDENTSVOCAB	Pearson Correlation	1	-.432
	N	30	30
STUDENTSINTENSITY	Pearson Correlation	-.432	1
	N	30	30

The analysis above was analyzed the data by using SPSS 18.0 the data show the positive result (0.432) which mean having Moderate relationship and the significant (0.047) it means that the two variables significantly correlate .The result can be said "Moderate Classification" based on Interpretation of the value of *r on chapter 3,* Therefore, this shows that there is a correlation between the students' intensity and their vocabulary mastery.

B. Discussion

Having finished the field research by using vocabulary test and vocabulary test, the writer discusses the result of the Students' Intensity test , vocabulary mastery test and the correlation between the Students' Intensity Test and their vocabulary mastery.

1. **The Students' vocabulary Test**

   Vocabulary Test consisted of 40 numbers of multiple-choice for analyzing the students' vocabulary test (identified verb and noun). After analyzing the data, students vocabulary mastery at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru was found that the mean scores (X) is 71.6. It indicated that the vocabulary mastery of the students of the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru is fair. This result pointed that the students have studied how to master in vocabulary but there is an assumption that there was another factor that influenced their vocabulary mastery so, their level was still fair. The result above is supported by thornbury(2002) which states that summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

   To summarize those statements, vocabulary mastery is not merely remember the words or words subsets. They should be pushed into long-term memory or never forgotten by attend them for many times. Moreover, remember them is not enough. Knowing words means knowing its denotative meaning and some aspects surround them. Further, someone who has known words would be able to use the words appropriately both for spoken or written needs.

2. The Students' listening intensity test

Intensity test consisted of 40 numbers of multiple-choice for analyzing the students' vocabulary mastery (identified noun and verb). After analyzing the data, the students' vocabulary mastery on vocabulary test at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru was found that the mean scores (X) is 84.0. It indicated that the students' intensity test is good, too. This result pointed that there were some students of at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru were still low in mastering vocabulary.

As expert stated that Intensity is the quality of being very strong, concentrated or difficult or the degree to which something is difficult or strong.4 According to Robbins and Hunsaker active listening has four key points. One of them is intensity. Active listeners concentrate intensity on what the speaker is saying and tunes out the thousands of miscellaneous thoughts that create distractions. Active listening takes generosity, empathy and trust as the listener is offering the other the gifts of understanding, acceptance and of being taken seriously. Effective listening also requires the listener's patience and holding back judgments and evaluations in order to fully hear the other out. Also he has a good feeling of the speaker and understands what he really wants. As such the relationship between the interacting parties is strengthened.

3. **The correlation between the students' listening intensity and vocabulary mastery.**

Between listening intensity and vocabulary mastery have relationship, it can be seen from the result of the test where the students which have high score in vocabulary mastery so, they can get high score in reading test. It means that, if the students have many vocabularies so they can be easy to answer the vocabularytest. In addition that, the student' listening intensity will help the students to have many vocabularies.

Having finished the field research by using listening intensity test and vocabulary test and from the calculating the data by using Pearson correlation, it was found that The analysis above was analyzed the data show the positive result (0.432) which mean the regression linear and have Moderate relationship and the significant (0.047) it means that the two variables significantly correlate.Therefore, this shows that there is a correlation between the students' intensity and their vocabulary master

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data described above, It can be concluded that the correlation between the students' Listening Intensity (X) and and their vocabulary mastery (Y) at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru academic year 2017/2018 is significant.

Considering the data analysis and the discussion in the previous chapter, the writer puts forward the conclusion that there is correlation between students' listening intensity and their vocabulary mastery at the Tenth Grade Students of SMA Negeri 1 Tanete Rilau – Barru academic year 2017/2018 and it is shown by the criteria of moderate correlation. The higher students intensity test of the students, the better vocabulary achievement they have so, they cannot be separated each other.

B. Suggestions

1. It is suggested that the students increase the frequency of listening intensity reading and vocabulary mastery.
2. Since the vocabulary positively influences the students' vocabulary mastery, the writer suggests the teachers should give some interesting techniques in teaching vocabulary and give high motivation for the students so they can enjoy and feel happy in studying listening in terms of teaching vocabulary.

3. For further research, the writer should focus their research on the teaching techniques to enhance the students' vocabulary in other that they can get better achievements.

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APPENDICES

Sample	VOCABULARY TEST	
	SCORE	**FINAL SCORE**
1	30	75
2	25	62.5
3	32	80
4	32	80
5	35	87.5
6	32	80
7	32	80
8	22	55
9	29	72.5
10	30	75
11	30	75
12	27	67.5
13	24	60
14	36	90
15	31	77.5
16	33	82.5
17	19	47.5
18	20	50
19	32	80
20	29	72.5
21	22	55
22	32	80
23	31	77.5
24	36	90
25	25	62.5
26	22	55
27	17	42.5
28	35	87.5
29	31	77.5
30	28	70
Total Score		2147.5
Mean Score		71.6

Sample	INTENSITY TEST	
	SCORE	FINAL SCORE
1	120	75.0
2	125	78.1
3	132	82.5
4	153	95.6
5	144	90.0
6	133	83.1
7	131	81.9
8	141	88.1
9	122	76.3
10	133	83.1
11	140	87.5
12	140	87.5
13	141	88.1
14	117	73.1
15	127	79.4
16	98	61.3
17	123	76.9
18	155	96.9
19	151	94.4
20	148	92.5
21	151	94.4
22	148	92.5
23	131	81.9
24	131	81.9
25	142	88.8
26	144	90.0
27	137	85.6
28	139	86.9
29	123	76.9
30	113	70.6
Total Score		2520.6
Mean Score		84.0

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Statistics

STUDENTSVOCAB

N	Valid	30
	Missing	0
Mean		71.58
Std. Deviation		13.007

STUDENTSVOCAB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	3.3	3.3	3.3
	48	1	3.3	3.3	6.7
	50	1	3.3	3.3	10.0
	55	3	10.0	10.0	20.0
	60	1	3.3	3.3	23.3
	63	2	6.7	6.7	30.0
	68	1	3.3	3.3	33.3
	70	1	3.3	3.3	36.7
	73	2	6.7	6.7	43.3
	75	3	10.0	10.0	53.3
	78	3	10.0	10.0	63.3
	80	6	20.0	20.0	83.3
	83	1	3.3	3.3	86.7
	88	2	6.7	6.7	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

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Correlations

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Correlations

		STUDENTSVOCAB	STUDENTSINTENSITY
STUDENTSVOCAB	Pearson Correlation	1	-.432
	N	30	30
STUDENTSINTENSITY	Pearson Correlation	-.432	1
	N	30	30

Questionaire

Petunjuk Pengisian:

Pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dengan memberikan tanda silang (X) pada kolom jawaban yang telah disediakan !!!

Questionnaire of the students' intensity to listen to English song

A. The student's frequency in listening English song (1-14)

1. Apakah Anda sering memutar atau mendengarkan lagu?
   a. Sangat sering
   b. Sering
   c. Kadang-kadang
   d. Jarang
2. Kalau Anda hitung, berapa jam rata-rata per hari Anda mendengarkan lagu?

   a. 2 jam lebih
   b. 1 jam
   c. Setengah jam
   d. Seperempat Jam

3. Apakah Anda sering memutar atau mendengarkan lagu berbahasa Inggris?

   a. Sangat sering
   b. Sering
   c. Kadang-kadang
   d. Jarang
4. Saya… menyanyikan lagu-lagu yang liriknya berbahasa Inggris semua.
   a. Sangat sering
   b. Sering
   c. Kadang-kadang
   d. Jarang

5. Kalau dihitung dalam satu minggu, kira-kira berapa kali Anda mendengarkan lagu-lagu berbahsa Inggris?

   a. 4 kali lebih
   b. 3 kali
   c. 2 kali
   d. 1 kal

6. Saya…menyanyikan lagu-lagu berbahasa Inggris yang liriknya bilingual atau campuran antara bahasa Indonesia dan bahasa Inggris.

    a. Sangat sering
    b. Sering
    c. Kadang-kadang
    d. Jarang

7. Jika dijumlah berapa jam rata-rata per hari Anda mendengarkan lagu berbahasa Inggris baik dari program di televisi, kaset, CD,dll.

    a. 2 jam lebih
    b. 1 jam
    c. Setengah jam
    d. Seperempat jam

8. Saya sering mencari dan menceritakan makna dari lagu berbahasa Inggris yang saya dengar kepada teman yang ada di dekat saya dalam bahasa Inggris.

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

9. Saya ... berfikir bahwa dengan seringnya saya menyanyikan lirik lagu berbahasa Inggris dapat meningkatkan perhatian saya akan pentingnya bagaimana melafalkan kosa kata dengan baik dan benar.

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

10. Ketika saya melafalkan kosa kata berbahasa Inggris, saya sering terpengaruh oleh pelafalan kosa kata penyanyi yang menyanyikan lagu berbahasa Inggris

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

11. Disamping itu saya selalu memperhatikan penggunaan kosa kata pada lagu berbahasa Inggris yang saya dengar.

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

12. . Porsi lagu berbahasa Inggris di televisi dan radio dapat di tambah bagaimana pendapat anda?

    a. Sangat setuju
    b. setuju
    c. Tidak setuju
    d. Sangat tidak setuju

13. Kalau dihitung dalam satu minggu , berapa jam dalam seminggu anda mendengarkan lagu-lagu bebahasa inggri

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

14. Kalau dihitung dalam satu minggu , berapa jam dalam seminggu anda mendengarkan lagu-lagu bebahasa inggri.

 a. 7 jam

 b. 5 jam

 c. 3 jam

 d. kurang dari 3 jam

B. The student's interest in listening English song (15-19)

15. Dengan mendengarkan lagu-lagu berbahasa Inggris, saya dapat menambah

perbendaharaan kosa kata saya.

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

16. . Disamping itu saya selalu memperhatikan penggunaan kosa kata pada lagu

berbahasa Inggris yang saya dengar.

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

17. . Apakah Anda pernah berusaha untuk tahu, sedikitnya satu kata/ frasa/ kalimat dari kosa kata dalam lirik lagu berbahasa Inggris yang Anda dengar.
   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

18. Saya dapat dengan mudah mengikuti lirik lagu berbahasa Inggris jika dinyanyikan oleh penutur asli atau native speaker

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

19. Saya dapat dengan mudah mengikuti lirik lagu berbahasa Inggris dinyanyikan bukan oleh penutur asli atau native speaker karena pengucapannya sangat mudah dimengerti

a.	Sangat setuju	c.	Ragu-ragu
d.	Setuju	d.	Kurang setuju

C. The student's habit in listening English song (20-30)

20. Ketika saya mendengarkan lagu berbahasa Inggris saya mencari teks liriknya agar bisa menyanyikannya dengan benar.

   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

21. Ketika memutar lagu-lagu berbahasa Inggris saya ikut menyanyikan dengan membaca lirik lagunya agar bisa menyanyikannya dengan benar.

   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

22. Apa yang paling Anda perhatikan ketika memutar lagu-lagu

Berbahasa inggris ?

   a. Kosa kata dalam lirik
   b. Musik
   c. Gaya dandan penyanyi
   d. Tidak memperhatikan apa-apa

23. Apakah Anda menyiapkan sebuah kamus untuk mengetahui arti kata-kata

ketika mendengarkan lagu berbahasa Inggris di televisi, radio, MP3 player, dll.

   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

24. Setelah selesai mendengarkan lagu berbahasa Inggris, saya mengingat kosa

kata baru yang saya dapat dalam lirik lagu yang saya dengar tadi.

   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

25. "Saya merasa bahwa dengan mendengarkan lagu-lagu berbahasa Inggris

termasuk mencari lirik lagu tersebut, mencari arti dari kosa kata dalm lirik

tersebut, dan menyanyikannya, penguasaan kosa kata saya bertambah."

Pendapat Anda tentang pernyataan tersebut

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

26. Dengan menyanyikan lagu berbahasa Inggris sambil membaca liriknya akan

   membantu saya dalam mengucapkan kosa kata dengan benar.

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

27. Dengan memperhatikan penggunaan kosa kata dalam lagu berbahasa Inggris

   akan membuat saya mudah mengerti lagu yang saya dengar.

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

28. . Mencari lirik akan membantu saya saat menyanyikan lagu lagu

 Bahasa Inggris.

   a. Sangat setuju
   b. setuju
   c. Tidak setuju
   d. Sangat tidak setuju

29. Apakah Anda menyiapkan lirik lagu sebelum menyanyikan lagu dalam

   bahasa Inggris.

   a. Sangat sering
   b. Sering
   c. Kadang Kadang
   d. Jarang

D. The result of listening English song (31-40)

30. Apakah Anda sering melatih kemampuan kosa kata Anda setelah mendengarkan lagu-lagu berbahasa Inggris

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

31. Dengan banyak mendengarkan dan menyanyikan lagu berbahasa Inggris, pengetahuan tentang kosa kata yang saya peroleh semakin luas tidak hanya sebatas di buku saja. Bagaimana pendapat anda tentang pernyataan tersebut

    a. Sangat setuju
    b. setuju
    c. Tidak setuju
    d. Sangat tidak setuju

32. Dengan mendengarkan lagu-lagu berbahasa Inggris saya dapat mengasah kemampuan saya dalam berbicara atau mengucapakan kosa-kata dalam bahasa Inggris (speaking skill).

    a. Sangat setuju
    b. setuju
    c. Tidak setuju
    d. Sangat tidak setuju

33. Dengan mendengarkan lagu berbahasa Inggris saya dapat meningkatkan kemampuan saya dalam mendengarkan dan memahami kosa kata yang diucapkan di dalam lirik (listening skill).

    a. Sangat setuju
    b. setuju

c. Tidak setuju
d. Sangat tidak setuju

34. Apakah Anda pernah mengucapkan kosa kata/frase/ kalimat yang Anda

dengar dari lagu berbahasa Inggris dalam kehidupan Anda sehari-hari

a. Sangat sering
b. Sering
c. Kadang Kadang
d. Jarang

35. Lagu-lagu berbahasa Inggris ternyata dapat digunkan untuk mengibur dan

menciptakkan suasana perasaan tersendiri disamping kegunaannya bagi

pembelajaran bahasa Inggris.

a. Sangat setuju
b. setuju
c. Tidak setuju
d. Sangat tidak setuju

36. Menurut saya dengar mendengarkan lagu-lagu berbahasa Inggris,…dalam

hal menambah pengetahuan bahasa Inggris saya.

a. Sangat membantu
b. membantu
c. Agak membantu
d. Kurang membantu

37. Banyak sedikitnya orang mendengarkan lagu berbahasa Inggris, tidak

berpengaruh terhadap kemampuan berbahasa Inggris orang tersebut.Saya…

dengan pendapat tersebut.

a. Sangat setuju
b. setuju
c. Tidak setuju
d. Sangat tidak setuju

38. Kemampuan saya dalam penggunaan kosa kata bahasa Inggris setelah saya sering mendengarkan lagu-lagu dalam bahasa Inggris.

    a. Sangat setuju
    b. setuju
    c. Tidak setuju
    d. Sangat tidak setuju

39. Mendengarkan lagu-lagu berbahasa Inggris dapat meningkatkan dan melatih cara pengucapan kosa kata bhasa Inggris dengan benar.

    a. Sangat setuju
    b. setuju
    c. Tidak setuju
    d. Sangat tidak setuju

40. Apakah Anda pernah merasakan terhibur dan merasa senang saat mendengarkan lagu-lagu berbahasa Inggris

    a. Sangat sering
    b. Sering
    c. Kadang Kadang
    d. Jarang

Vocabulary Test.

1. I should … up to buy tickets for a film.
   a. q-u-e
   b. q-e-e-u
   c. q-u-e-u
   d. q-u-e-u-e
2. Blood was coming from his nose. His nose was … seriously.
   a. blood
   b. bleed
   c. blooding
   d. bleeding
3. Our towns is not modern. We should … it now.
   a. modern
   b. modernize
   c. modernism
   d. modernization
4. Andy _____the family car.
   a. wash
   b. washes
   c. washs
   d. Washing

5. Every morning my mother _____at 6
   o'clock.
   a. get up
   b. get ups
   c. gets up
   d. got

6. Mr. Black _____e-mails in the
   evenings.

   a. Wrote
   b. Write
   c. Writes
   d. Writs

7. The girls _____the shopping.
   a. doing
   b. does
   c. do
   d. done

8. Mandy and Susan _____films every
   weekend.
   a. watches
   b. watching
   c. watch
   d. watched

9. This problem .... by your brother
   yesterday
   a. was solved
   b. will be solved
   c. is solved
   d. solves

10. My father wrote this book. It ..... by
    my father
    a. will be wrote
    b. was write
    c. was written
    d. is written

11. This clock ...... in 1750
    a. is made
    b. was made
    c. is making
    d. will be made

12. Bronson scored a goal. Yes, a goal ....
    by Bronson
    a. is scored
    b. scored
    c. will be scored
    d. was scored

13. This job ... by my friend next week
    a. is done
    b. did
    c. will be done
    d. was done

14. I really… my family when I stayed in Australia on my own last year.
    a. hoped
    b. cared
    c. missed
    d. wished for

15. I … the bus, so I came late.
    a. let
    b. lost
    c. passed
    d. missed

16. She…a mistake.
    a. made
    b. created
    c. did
    d. produced

17. die M.SS is a great conductor He will an orchestra in Gedung Kesenian

    Jakarta next week.

    a. conducter
    b. conduct
    c. conductist
    d. conduction

18. She is a professional Typer , She can ………… very fast, about 200 characters in a minute
    a. Type
    b. Typist
    c. Typian
    d. Typing

19. They …… all the people they meet. Their annoying surprises everybody.

    a. Annoyance
    b. Annoys
    c. Annoy
    d. annoying

20. Electrical energy may be divided into two components specified as positive and negative.
    a. confused
    b. accumulated
    c. designated
    d. separated

21. The technical … of a new car are explained in a guidebook.

    a. s-p-e-c-i-f-i-c-a-t-i-o-n-s   c.   s-p-e-c-i-f-y-c-a-t-i-o-n-s

    b. s-p-e-s-i-f-i-c-a-t-i-o-n-s   d.   s-p-a-c-e-f-i-c-a-t-i-o-n-s

22. We can find many kinds of … in Indonesian cultures.

    a. s-c-u-p-t-u-r-e   c.   s-c-u-l-p-t-u-r-e

    b. s-c-u-l-p-t-u-r   d.   s-c-u-l-p-t-u-r-e

23. The doctor understands his patient's … very well.

    a. p-c-y-c-h-o-l-o-g-y   c.   p-s-c-y-c-h-o-l-o-g-y

    b. p-s-y-c-h-o-l-o-g-y   d.   p-s-y-c-h-o-l-l-o-g-y

24. Radio … told us that the ship was sinking.

    a.   m-a-s-s-a-a-g-e-s   c.   m-e-s-s-a-a-g-e-s
    b.   m-a-s-a-g-g-e-s   d.   m-e-s-a-g-g-e-s

25. The police force is in great …

    a.   s-t-r-e-n-g-t-h   c.   s-t-r-e-n-g-h
    b.   s-t-r-e-n-g-h-t   d.   s-t-r-e-n-g-t

26. Adie M.SS is a great … He will conduct an orchestra in Gedung Kesenian

Jakarta next week.

    a. conducter   c.   conductor

    b. conductist   d.   conduction

27. I am late because there was a terrible … in the centre of the town.

    a. Traffic jam   c.   building

    b. Traffic lights   d.   traffic

28. When I got at the surgery, I had to sit in the … for forty minutes before I could see the dentist.

    a. dining room   c.   bedroom

    b. waiting room   d.   restroom

29. When I'm driving I always wear … if it's very bright and sunny.

    a. glasses   c.   glass

    b. sunglasses   d.   a pair of glasses

30. We stayed in five-… hotel.

   a. grade   c.   class

   b. level   d.   stared

Choose the word/phrase below which is **closest in meaning (synonym)** to the underlined word. For no.31-34

31. Most competitors are not open to both professionals and <u>non professional</u>.

   a. aliens   c.   amateurs

   b. juniors   d.   tutors

32. Honeybees live in a <u>complicated</u> society often fifty thousand members.

   a. concealed   c.   cooperative

   b. complex   d.   congested

33. In some states, drivers are fined $ 100for <u>careless </u>driving.

   a. routine   c.   adept

   b. aggressive   d.   reckless

34. Electrical energy may be divided into two components <u>specified</u> as positive and negative.

   a. confused   c.   accumulated

   b. designated   d.   separated

35. I met some <u>famous</u> and some … musicians at camp.

   a. stranger   c.   well-known

   b. legendary   d.   unknown

36. I am late because there was a terrible … in the centre of the town.
   a. Traffic jam   c.   Building

   b. Traffic lights   d.   Traffic

37. When I got at the surgery, I had to sit in the … for forty minutes before I could see the dentist.

   a. dining room   c.   bedroom

   b. waiting room   d.   restroom

38. When I'm driving I always wear … if it's very bright and sunny. a. glasses   c.   glass

   b. sunglasses   d.   a pair of glasses

39. There are many spaces in their house. Their house is a … house.
   a. spaced   c.   spacing

   b. spacious   d.   spacebar

40. It's nice to go shopping at the weekend. You will see the mall full of … Many of them buy things but come just have a window shopping.

   a. buyiarrs   c.   buyist

   b. buyors   d.   buyers

Documentation Photos

CURRICULUM VITAE

The researcher, **Puji Astuti** was born on June 9th, 1995 in Barru, South Celebes. She is the first daughter from six siblings from the marriage of Hasan and Hartini. She began her study at SD Unggulan Puri Taman Sari and graduated in 2007. Then she continued her education at SMPN 33 Makassar and graduated in 2010. Afterwards, she continued her study at SMAN 1 Tanete Rilau and graduated in 2013. In year 2013, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During her study at the university, she joined organization, namely English Department Students Association (EDSA). At the end of her study, she could finish her thesis by the title *The Correlation Between Listening Intensity and Students' Vocabulary Mastery.*

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