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A CORRELATIONAL STUDY BETWEEN STUDENTS' HABIT

IN LISTENING TO ENGLISH SONGS AND STUDENTS' MASTERY

OF NOUN PHRASES

(A Case of the year eleventh of SMA N 1 Bulakamba, Kabupaten Brebes

Academic Year 2016/2017)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
Silvia Naila Silmi
2201412020

ENGLISH DEPARTMENT

LANGUAGES AND ARTS FACULTY

SEMARANG STATE UNIVERSITY

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APPROVAL

This final project entitled *A Correlational Study between Students' Habit of Listening to English Songs and Students' Mastery of Noun Pharases* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on Friday, August 2019.

Board of Examiners:

1. Chairman
   Dr. Hendi Pratama, S.Pd., M.A.
   NIP. 198505282010121006

2. Secretary
   Arif Suryo Priyatmojo, S.Pd., M. Pd.
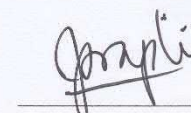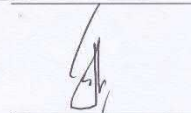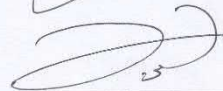   NIP.198306102010121002

3. First Examiner
   Galuh Kirana Dwi Areni, S.S., M. Pd.
   NIP. 197411042006042001

4. Second Examiner/Second Advisor
   Dra. Sri Suprapti, M.Pd.
   NIP. 195911241986032001

5. Third Examiner/First Advisor
   Dr. C. Murni Wahyanti, M.A.
   NIP. 195404231979032001

Approved by
Dean Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M. Hum.
NIP. 196202211989012001

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DECLARATION OF ORIGINALITY

I, Silvia Naila Silmi, hereby declare that this final project entitled *A Correlational Study between Students' Habit of Listening to English Songs and Students' Mastery of Noun Phrases* is my own work and has not been submitted in any forms for another degrees or diplomas at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 2019

Silvia Naila Silmi
NIM. 2201412020

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MOTTO AND DEDICATION

You can't go back and change the beginning, but you can start where you are and change the ending.

(C.S. Lewis)

To,

My beloved parents, espescially Ibu

My beloved brothers and sister

My best friends

ACKNOWLEDGEMENT

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ABSTRACT

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Keywords   : habit, listening, English songs, senior high school students, noun phrases

This research aims to know the relationship between two variables; students' habit in listening to English songs (X), and students' mastery of Noun Phrases (Y). It was carried out to the eleventh-grade students in SMA N 1 Bulakamba, Brebes, academic year 2017/2018. There were 31 students taken as the sample of this study who were determined by using a convenience sampling technique. The collected data were analyzed using Pearson Product Moment Correlation and the instruments used were vocabulary test and questionnaire of students' frequency of watching English movie. Subsequently, the research finding indicated that there is a correlation between X and Y variables.

The data analysis showed that the obtained value from the computation by using product moment formula is 0.737 while the critical value of product moment formula with 5% significant level is 0.355. The obtained value is greater than its critical value or in other words, the working hypothesis is accepted and there is a significant correlation between the two variables. Furthermore, the value obtained from the computation by using the *t-test* formula shows that the significant coefficient correlation is 5.865. It is greater than the critical value of t distribution in the table with 5% significant level that is 2.05.

The writer concluded that there is a significant correlation between students' habit of listening to English songs and students' mastery of noun phrases.

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, reasons for choosing the topic, limitation of the study, research question, objectives of the study, statement of the hypothesis, significance of the study, and outline of the study.

1.1 Background of the Study

Listening takes the main role in language learning, before we start reading, writing and speaking. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996:111), 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 difficult to keep up,and get tired.

Indonesian students, like any other learners of English meet difficulties in learning English, since their native language is quite different from English. Lado (1964:2) states that "Those elements that are similar to his native language will be simpler for him, and those elements that are different will be difficult." Even though it may be different for each learner, generally the area and the degree of difficulties they encounter are almost similar. Because of the difference elements, Indonesian students usually find the difficulties to arrange a noun phrase. Students sometimes make a same pattern in making English noun phrase with Indonesian pattern. It also can be seen from some researches done related to error analysis of Indonesian students' noun phrase construction. The first research example was

conducted by Dharma (2010) on the eight grader students of Mts. Assaid Blado, the result showed that the number of errors in precentage were : head errors 17.07%, premodifier errors 43.59%, and postmodifier errors 39.34%. the dominant errors lies on the use of premodifier. The second research was conducted by Kusuma (2012) on the fifth semester students of English education department of Surakarta State University. The data were taken by conducting a writing-essay test involving students' ability in constructing noun phrases. The writer found that omission error was the most-often type of error performed by students.

Noun phrase is one of five major kinds of phrases. Noun phrase is a phrase which has the main focus as noun or pronoun, yet a single word can be categorized as noun phrase if the category of that word is noun or pronoun. Here are some examples of noun phrase: *the man, someone sitting beside me, my lovely book, he, I,* etc.

In a sentence, noun phrase can have a function as subject, object, or complement. By mastering noun phrase students can produce sentences in various way and of course, it will make the message receiver can enjoy or hear the message easily and not boring from the speaker or writer. As a result, the writer concludes that noun phrase is a phrase that plays various functions in a sentence. Since noun phrase has many various functions in the sentence, hence the writer has her own interest to make a research of students' mastery on noun phrase.

Many factors affect the success in achieving the goals of teaching and learning, for example, the teacher and students themselves. However, there are

other factors which affect the different students result in learning English, such as the positive habit of the students. Some people think that the students' habit of listening to English song is a positive habit because this habit is assumed that it can enhance their English achievement and establish their positive attitude toward English learning.

Today, almost all people especially students, prefer to listen to songs as they can be good entertainment in boring activity. Murphey in Rosova (2007:16) 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 (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in school."The song itself consists of words which express the writer's ideas, feelings, and experiences.

Some Indonesian students probably like to use their habits in listening to English song to enrich their vocabulary, grammar, pronunciation, spelling, etc. that is so familiar with the students' life. Whitmarsh (2008) at www.musical lesson said, "It is much easier to repeat an English song than to speak English. It shows that hearing or listening plays an important role in learning a new language." In line with that statement, the writer is going to find out the effect of students' habit of listening to English songs to their mastery of noun phrase. Furthermore, she would like to investigate whether by having such habit, the result of students' study is significance or not and better than the others who do not have such habit.

Relating to the words or lyrics contain in English songs, we can assume that it can be used as a medium to teach vocabulary especially noun phrases to the students. Learning vocabulary is the most important thing in language learning especially English. We cannot speak, write, and understand what we read and listen without vocabulary. Mastering vocabulary is a basic matter in learning a foreign language.

Some studies have also proven that songs are very helpful way for students in learning new language, especially English. For example, Purwadi (2001) investigated about the effect of students' hobby in singing English songs and the pronunciation achievement. The result showed that the students' hobby of singing English song could improve the students' pronunciation achievement. Another study was conducted by Ratnasari (2007). The study investigated about songs and students achievement in pronouncing English words. And the result showed that song could improve the students' achievement in pronouncing the English word.

There are also several journals related to the topic discussed in this research, the first is a journal by Sari, Nuhung, and Hastini (2013) entitled The Correlation between Students' Ability in Listening to the English Songs and Students' Vocabulary Mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquaire additional data

about their difficulties in doing the tests. The result of both tests showed that *r*xy was 0.269, *df* was 18, and *rtable* was 0.468. In other words, *rcounted* was lower than *rtable.* It means that the correlation between students" ability in listening to the English songs and their vocabulary mastery was not significant. Moreover,there was a positive correlation between the two variables, since the *rcounted* value was positive.

In line with the importance of noun phrase as a part of vocabularies that should be mastered by the students, and habit of listening to English songs is assumed to be a good habit to improve the mastery of noun phrases, the writer shares a topic A Correlational Study between students' habit of listening to English songs and their mastery of noun phrases. In this study, the writer will find out whether or not there is any correlation between them.

1.2 Reasons for Choosing the Topic

In learning English, it is not enough to get lesson from the teacher at school where the students have to improve their English by themselves. It is assumed that the habits of listening to English song is one of the positive thing that can form their habit in understanding English ^especially their mastery of noun phrases which is the part of vocabulary. Usually, students do not realize that they have studied some new vocabularies after listening English songs. So the writer has chosen correlation between students' habit in listening English Song and their mastery of noun phrases as the topic for the following reasons:

(1) Noun Phrase is a part of vocabulary; whereas vocabulary is an important aspect of language and means in conducting communication. So it is necessary for student to create a lot of creativity to get a good achievement in English.

(2) Students can feel the essence of a song that can increase their enjoyment and interest in learning English.

(3) It is assumed that song consists of lyric and melody. It is invaluable aids in learning vocabulary. When students are listening to the English songs, unconsciously they are exploring the content of a song. Song provides a means of increasing the amount of repetition without losing learner's interest.

(4) Habit in listening to music will help students to learn more vocabulary quickly. They are also more likely to remember new words and English expressions if they listen to them in a song than if they read them or learn them in English class.

1.3 Limitation of the Study

In order to get an obvious picture to the study about the correlation between students' habit of listening to English song and their mastery of noun phrases, the writer limit the scope of this study as follows:

(1) The songs are limited to the English songs that are sung by the native speakers and contain noun phrases and easy to listen and be understood, so it means that other songs will not be explored.

(2) The subject of the study is only conducted to Year Eleventh students of SMA Negeri 1 Bulakamba, Kecamatan Bulakamba, Kabupaten Brebes 2016/2017.

1.4 Research Question

Based on the assumption above, The writer limits the problem as follow: is there any significant correlation between students' habit of listening to English songs and their mastery of noun phrases?

1.5 Objectives of the Study

To see whether or not students' habit in listening to English songs and the students' mastery of noun phrases are correlated.

1.6 Statement of Hypothesis

(1) Working Hypothesis (Hi)

"There is a significant correlation between students' habit of listening to English songs and their mastery of noun phrases."

(2) Null Hypothesis (Ho)

"There is no significant correlation between students' habit of listening to English songs and their mastery of noun phrases."

1.7 Significance of the Study

The results of this study can contribute benefits in the area of theory, practice and pedagogy as follows:

(1) For students, this study will show them that there are many ways to learn English. It can help them find interesting ways in learning English in order to get a good vocabulary mastery especially noun phrases.

(2) For teachers, the result of this study may help them to create innovative and interesting ways in learning English.

(3)   For the next researchers, hopefully this finding will encourage them to conduct deeper research by investigating all kinds of effective habits. Its result will be an innovation or a new concept that listening to English songs is not only a hobby but it is also an educational activity or alternative way in teaching and learning English.

1.8 Outline of the Study

This final project consists of five chapters.

Chapter one contains introduction which consists of background of the study, reasons for choosing the topic, limitation of the study, research questions, objectives of the study, statement of the hypothesis and significance of the study.

Chapter two contains review of related literature. It consists of habit, definition of habit, factors in the growth of habits, habitual learning, listening comprehension, definition of listening, the process of listening comprehension, song, habit in listening, English pop song, advantage of using song in language learning, noun phrase definition, structure and function.

Chapter three reviews the methodology of the research. It consists of population, sample, variables of investigation, method of collecting data, and research design.

Chapter four covers the details of the data analysis (by statistical analysis) to find out the result of the study.

Chapter five presents the conclusions of the investigation and suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer presents a literature review to support her study. She discusses about; definition of habit, factors in growth habits, habitual learning, listening comprehension, definition of listening, the process of listening comprehension, listening to song, song, definition of song, the of song in language learning and language teaching, principal of songs selection criteria, noun phrase, the general concept of noun phrase. Then she concludes the literature with her opinions.

2.1 Review of the Previous Studies

There were several studies related to the topic of this study. I use the following studies as references in this study.

The first study was conducted by Ikram (2017) entitled The Relationship between Students' Frequency of Watching English Movies and Students' Vocabulary Knowledge.). It was carried out to the eighth grade students in MTs Izzatul Islam, Parung, academic year 2016/2017. There were 25 students taken as the sample of this study who were determined by using a convenience sampling technique. The collected data were analyzed by using Pearson Product Moment Correlation and the instruments used were vocabulary test and questionaire of students' frequency of watching English movie. The data analysis showed that there is significant relationship between the two variables because $r_{xy} > r_t$ or H_1 is accepted. It can be proved by the value of r= 1,54 the r_t score for 5% level score for 5% level of significance is 0.396, and r_t score for 1% level of significance is

0.505, it should be noted that the value of r_t 5% and 1% level of significance was obtained from the df = 23 which was attained from list of r table. In conclusion, there is a significant relationship between students' frequency of watching English movie and their vocabulary knowledge.

Another study was conducted by Latif (2017) entitled A Correlation Study between the Habit of Using English in Daily life and Speaking Skill of the First Grade Students MAPK MAN 1 Surakarta in the Academic Year of 2016/2017. The research was carried out of the first grade students MAPK MAN 1 Surakarta in the academic year of 2016/2017. The population was the first grade students MAPK MAN 1 Surakarta. While the sample was 24 students of PK.Pa.1 class taken by cluster random sampling technique. The coefficient correlation is higher than r-table (0.653 > 0.404). The result of the research showed that the contribution of the habit of using English in daily life toward speaking skill is 42.64%. The result of the research showed that there is positive correlation between the habit of using English in daily life (X) and speaking skill (Y).

A journal by Sari, Nuhung, and Hastini (2013) entitled The Correlation between Students' Ability in Listening to the English Songs and Students' Vocabulary Mastery. This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquaire additional data about

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Ayatika (2016) in her research she conducted entitled The Effectiveness of Popular Songs in Improving Students' Listening Skill (A Quasi-experimental Study at the Seventh Grade Students of Junior High School at SMP N 10 Tangerang Selatan) has proven that there is a positive effect and strong effect of using popular songs in imrpoving students' listening skill at SMP N 10 Tangerang Selatan. From the result of statistics calculation, it was obtained that the value of T_{value} was 7.64 and degree of freedom (df) is 78. In the table of significance 5% the value of the significance was 1.66 (T_{value}). Comparing those values, the result was 7.64>1.66 which means Tvalue score was higher than Ttable score. In conclusion, the Alternative Hypothesis (Hi) was accepted and the Null Hypothesis (H0) was rejected. For the effect size is 1,045 which higher than 1,00- the higher point from the Cohen's guideline.

Afifah (2017) conducted a research entitled The Correlation between Habit in Singing English Song and Students' Pronunciation Ability. The population of the research was the students at the eighth of MTs Al-Ishlah South Lampung consisted of 36 students grouped in one class. The sample was chosen by doing saturated sampling technique. The sample of the research was taken 36

students. In collecting data, this research used questionnaire test consisted of 20 items for habit in singing English song and asked students one by one to pronounce word in isolation for pronunciation ability test. After giving the test, this research analyzed the data using manual test to analyze the data. After doing the hypothesis and significant test, it was found that the value of coefficient 0.386 > 0.325 or $r_{count} > r_{table}$ and 2.440 > 2.030 or $t_{count} > t_{table}$. So, it can be concluded that there was correlation between habit in singing English song and students'pronunciation ability.

A journal written by Chen and Chen (2009), the objective of this study was to explore whether the use of English popular songs can enhance elementary school students' motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance. The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for learning performance, students felt that their English abilities, especially listening ability, have improved after learning the songs. There was a high correlation between learning motivation and learning performance. Pedagogical implications based on the findings were provided.

From the studies above, there have been many researchers who conducted studies about the use of popular songs in language learning and the use of some method to teach vocabulary. This research is different from the previous research upon the details of the research. This research is going to investigate the

correlation between students' habit of listening to English songs and students' mastery of noun phrases.

2.2 Definition of Habit

Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously, Covey (1997:21). This statement is in line to his statement, habit refers to an act repeated so often by an individual that is has become automatic with him.

Jack Richard et [al]. (1990: 128) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. "In line with Weiner said that; "Habit is a response that has become relatively automatic through practice".

Furthermore, Good (1979:274) gave more definition that 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. From definition

Webster's dictionary (1976: 226) defines habit as a behavior pattern acquired and fixed by frequent repetition. Habit is an action practiced continuously until it becomes a patterned behavior, and it is usually performed without conformed unconsciously because practice has become familiar and easy (Carter, 1973: 247).

The American Heritage Science Dictionary stated that habit;

(1) A recurrent, often unconscious pattern of behavior that is acquired through frequent repetition,

(2) An established disposition of the mind or character.

From the definitions above, it can be drawn a brief inference that habit is a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. Afterwards, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related with hobby, talent, favorite activity or personal preference continuously, though it is done unconsciously.

2.3 Factors in the Growth of Habit

There are some factors that affect someone's habit. The main factors in the growth of habit are : the number of repetition, their frequency, their uniformity, the interest taken in actions, the desire to succeed, the attention given, and the resulting pleasure or feeling of success which becomes associated with the idea of the action.

Therefore, based on the factors above, the writer concludes that a habit can grow if someone conducts something in strength repetition, a long interval of time, interest in actions, and the result of the action is pleasure.

2.4 Listening Comprehension

Russel and Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996:111), 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 difficult to keep up, and get tired.

Based on the statement above, the writer concludes that listening is an intentional process of receiving what the speakers equally says. The listener is active: controlled the meaning by her/his own knowledge of the language. The process of requires skills of prediction, hypothesizing, revising, and generalizing.

2.5 Habit of Listening

Habit is habituated routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. Habitual behavior sometimes goes unnoticed in persons exhibiting them, because it is often unnecessary to engage in self-analysis when undertaking in routine tasks.

Rost (2002:7) states that listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes which are not. This is the ability to identify and understand what others are saying that involves understanding a speaker's accent or pronunciation, grammar, vocabulary, and grasping the speaker's meaning.

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

2.6 Measuring Habit

The process of habit cannot be directly observed. Consequently, self-report measures dominate. Gardner (2015) argues that progress in habit theory and application depends on the reliable measures of the characteristics of habit: automatic impulse generation, impuls (or urges) to perform behavior, cue-dependency, and an underlying stimulus-response association. The formation of habit involves the product of associations in memory such as actions and stable features based on the situation and condition. In addition Verplanken & Orbel (2003) provided that there are three keys to measure habit as follows:

- *Frequency of Repetition;* An important aspect of repetition may turn these into habit. Old habit is hard to break and new habit is hard to form because the habitual patterns that repeated in the neutral pathways. The habitual patterns may happen continuously.

- *Automaticity;* Habit may be executed without much awareness, deliberation or conscious intent. It may efficiently occur with other activities. In other words, automaticity is the "fluency" of habitual behavior.

- *Context stability;* performing a behavior in the same context each time is also a key feature of habit. The context might be the physical location or environment, the social context, or a particular time of day.

Morover, Verplanken & Orbel (2003: 1329) mention in their research that something can be called as habit if someone accepted the twelve items of these statements below:

1. I do frequently.

2. I do automatically.

3. I do without having to consciously remember.

4. That makes me feel weird if I do not do it.

5. I do without thinking

6. That would require effort not to do it.

7. That belongs to my (daily, weekly, monthly) routine.

8. I start doing before I realize I'm doing it.

9. I would find hard not to do.

10. I have no need to think about doing.

11. That's typically "me".

12. I have been doing for a long time.

Furthermore, in this study the writer took the theory and the statements from Verplanken (2003: 1329) above to measure the students' habit in listening English song.

2.7 Definition of Song

Songs, as Griffee states are pieces of music that have words (1992: 3). Webster's dictionary (1976: 506) defines songs as a short musical composition of words and music. The main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a so

called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

From the definition, the writer concludes that song is the words set into rhyme, poem, or poetic text that are sung with or without musical background as the instrumental accompaniment, used as a conveyance of the expression, feelings, ideas, or emotions of the singer.

2.8 Listening to English Songs

Listening is educated hearing or in another words, it is hearing for the purpose (1963: 186). So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly, listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood (1998: 63). Furthermore, listening is an active process of constructing a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the language.

Songs, as Griffee (1992: 3) states are pieces of music that have words. Webster's dictionary (1976: 506) defines songs as a short musical composition of words and music. The main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there

are usually several lines of the song, which are repeated twice, or more what a socalled "refrain" when they are performed.

From the definition above the writer conclude that listening to English song is the activity of paying attention and trying to get the meaning from groups of English words contained in the songs.

2.9 The Usage of Songs in Language Learning

Jolly (1975) states that the use of songs in lessons can improve four skills of language: listening, speaking, reading and writing. Songs activate both parts of the brain. The pronunciation of words, understanding, rhythm and musical execution correspond to the left hemisphere, whereas, melodic expression, emotions, and tone correspond to the right hemisphere. Kraus and Chandrasekaran (2010) state that musical training develops auditory skills as well as verbal memory. Listening to songs and singing them improve listening skills in a foreign language that is one of the essential skills for language learning.

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

For variety of reasons, songs are enjoyable and highly memorable. Songs can be used to focus on the form of language including grammar, vocabulary and pronounciation. Songs in general use simple, conventional language, with a lot of repetition, so they are effective although there are some songs that can be quite

syntactically and lexically complex. Songs provide topics for discusssion and extension activities because each song has its own theme, which contains the description, story and purpose of certain topic. Wide range of pop and folk songs also can be used to explore theme by analyzing the story contains in them.

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

1. Music and songs are "tools for living", and the topic holds great value that can be explored as a material in learning language focus.

2. By looking at music and songs critically, the teacher can also help the students to develop the means to sort out the good from the bad based on the content of the songs.

3. For the teacher, it can be a tremendous learning experience where he is a source for the language.

Based on the statements above, song can give the motivation to the learners in learning English since by listening to the songs; songs can bring the students to particular situation so can inspire them to express their attitude toward what they have heard, students also begin to recognize words, grammar, and pronunciation of the target language. In this study, the writer means that students could recognize lyrics of the songs that contain noun phrases. So, they will get real experience in learning noun phrase.

2.10 Principal of Song Selection Criteria

Lynch argues that music pervades virtually every aspect of our lives. Students adore it. It contains numerous useful elements for language teaching and

it is fun for both the teacher and students. Therefore she offers music or song in language learning classes, but a teacher has to choose criteria for selecting what song that is appropriate to his/ her students. The principal song selection criteria are as follows:

(1) The songs used are popular.

(2) The Songs must have clear and understandable lyrics. If you have trouble understanding the lyrics by listening, then another song needs to be selected.

(3) The Songs should have an appropriate theme. Songs with any type of negative theme should be avoided.

Then, the writer will describe some specific criteria of a song for teaching noun phrase, they are as follows:

(1) The lyrics of the songs should be easily discernible, each word must be clearly pronounced, there are many repetition in the song the vocabulary must be rich and varied and contain some noun phrases.

(2) Songs those are not too fast-paced, songs in which the music buries the singer's voice. Then, songs in which there is no substance to the lyrics. Next, songs that verge on the obscene or that include lyrics that are discriminatory (for instance songs that mock religious beliefs). The last, songs which have wide rank of tones, which are not difficult to imitate by students.

(3) The easy listening songs which use simple vocabulary.

Based on the explanation above, the writer uses pop songs from different popular solo artists or singers. They are**:** Uptown Girl by Westlife, and Fight Song by Rachel Platten.

2.11 Definitions of Noun Phrase

A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, *the rich* (Langacker, 1972:194). In generalm a noun phrase in English is composed potentially of three parts; a head, pre-modification and post modificatio. The head of the noun is onligatory; it is a minimal requirement for the occurence of a noun phrase. The other two parts, a pre-modification and post-modification are optional (Jackson, 1982: 66).

A noun phrase is a group of related words that can act as a single noun-like unity within a sentence. Prahi (2006:1) mentions, "A noun phrase is a group of words that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun." Nordquist (2009:1) mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Swan (1980:22) stated that noun phrase (NP) is a group (e.g article + adjective + noun) which acts as the subject,object, or complement of a sentence.

According to the theory, a single head without any modifier can be a noun phrase, but in this study the writer focuses on noun phrase which has two elements, head and modifier. From the meanings above, the writer can conclude that noun phrase is group of words which has a noun as a main part.

2.12 The Functions of Noun Phrase

According to Leech (2003:60), phrases can be classified partly by their external function and partly by their internal form. By form, here, we mean the way the, in a phrase composed of head and modifiers, premodifiers tend to structure of the phrase is made up of words and other constituents. Typically be single words and post modifiers tend to be phrases or clauses.

(1) In the clause, noun phrase acts as subject (S), object (O), or as complement (C).

Function	S	P	O	C
As a subject	**The book**	Was		very expensive
As an object	I	have bought	**the book**	
As complement	This	must be		**the book**

(2) Some kinds of noun phrase can act as adverbials.

Function	S		P	A
Adverbials	We		Walked	**five miles** last week

(3) Subordinate noun phrases can act as modifiers in other noun phrases.

(N^{H}man NP^M(the singer))

2.12.1 The Rules of Noun Phrase

According to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers. Here are the formations of noun phrase:

1. Determiners + noun

   a. **The** books; **These** books

b. **My** books; **Some** books

2. Determiner (+modifiers) +noun

    a. Some **extremely interesting, really beautiful used** books

    b. Some interesting, really beautiful used **grammar** books with red

covers.

3. Determiner (+modifiers) + noun + (modifying pharases and clauses)

    a. Some interesting, really beautiful used grammar books **with red**

covers

    b. Some interesting, really beautiful used grammar books **printed**

in China with red covers

    c. Some interesting, really beautiful used grammar books printed in

China with red covers that **we studied last semester.**

Although it is rare to have more than three or four modifiers for a single

noun phrase, this is the usual order for different categories of **modifiers :**

Determiners	Insentifiers	Adjectives and Participles	Noun Modifier	Noun	Modifying Phrases
The/a/an Some/no My/your Each/every these/those	really very slightly	Old/new Interesting well-known	stone university	wall campus	Next to the river described in the brochure

Order of Descriptive Adjectives

Different categories of descriptive adjectives usually occur in the following order:

VALUATION/OPINION	APPEARANCE	AGE	COLOR	ORIGIN
Good Bad Ugly Interesting Nice Intelligent	**Size/measure** Big Small Low High Heavy **Shape** Round Square Triangular **Condition** Chipped Broken Rotten	Old Young New Antique	Red Green Blue Stripped Bright Green Dark Blue Deep Purple	**Geographical** French Mexican Japanese **Material** Wooden Vegetable Cotton Brass

Within a category there are some possible variations

EXAMPLES	EXPLANATION
a. A **big, round, shiny** apple b. A **big, shiny round** apple c. A **shiny, big round** apple	Adjectives of **appearance** usually follow the order in **size, shape , condition**. But other orders are also possible.
d. A **Japanese silk** fan e. A **silk Japanese** fan	Adjectives of **origin** usually follow the order in **geographical, material**. But other orders are also possible.

Participle Modifiers

EXAMPLES	EXPLANATION
a. **The interesting** man told wonderful stories about adventures in Sumatera	Present participles modify agents. The agents do the action described by the participle
b. **The interested man** listened carefully to the wonderful stories about adventures in Sumatera	Past participles modify receivers. The receivers are affected by the action described by the participle.

Meanings of Present and Past Participles

EXAMPLES	EXPLANATION
a. A **loving** mother (she loves her children)	Present particples modify **agents**. The agents do the actions described by the participle
b. A **well-loved** mother (her children love her)	Past participles modify **receivers.** The receivers are affected by the action described by the participle.

Adding Information to Participles

Noun + Participle

EXAMPLES	EXPLANATION
a. A **man-eating** tiger (a tiger that eats people) b. A **trend-setting** fashion (a fashion that sets a trend) c. A **fire-breathing** dragon (a dragon that breathes fire)	Present Participles usually describe the agent. You can also identify the receiver of the action by adding nouns.
d. A **flea-bitten** dog (a dog that is bitten by fleas) e. A **manmade** lake (a lake that was made by people)	Past participle usually describe the receiver. You can add nouns to past participle when you want to identify the agent as well.
f. A **male-dominates** society (a society that is dominated by males)	Some noun-participle combinations appear without hyphens.

Adverb + participle

EXAMPLES	EXPLANATION
g. A **fast-moving** train (a train that moves fast)	You add adverb to both past and present participles to include important additional information to the participles.
h. Some **homegrown** tomatoes (tomatoes that were grown at home)	
i. A **much-visited** attraction (an attraction that is visited a lot)	Some special cases appear without hypens.

Special cases

EXAMPLES	EXPLANATION
j. A **blue-eyed** baby (a baby with blue eyes) k. **Long-legged** bullet dancer (a dancer with long legs)	You can make "past partiples" from some adjectives-noun combinations to describe certain kinds of physical characteristics
l. A **barely concealed** dislike m. A **deeply depressed** individual	Some adverb-participle combinations appear without hypens

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. They indicate how much or how many, whose, which one,and similar information about noun that follows.

There are eight types of determiners:

1. Articles (a,an,the)

   The indefinite articles *a* or *an* signal the reference that is non specific or general. The definite article *the* signals the reference that is specific.

2. Possesive pronouns (my, our, your, his, her, its, their).

3. Relative pronouns (whose, which, whichever, what, whatever)

4. Demostrative (this, these, that, those).

   Singular : *this* and *that*

   Plural : *these* and *those*

5. Indefinite pronouns (any, each, few, other, some, etc.)

6. Cardinal Numbers (one, two, three, etc.)

7. Ordinal Numbers (last, first, second, etc)

8. Possessive proper nouns (Bob"s, Sarah"s America"s)

Thomson & Martinent (1986) give six formations of noun phrases as follows:

1. a/an (Indefinite Article) + Noun

- The form **a** is used before a word begins with a consonant, or a vowel with a consonant sound: e.g **a** man

- The form **an** is used before words begins with a vowel (a, i, u, e, o) or words beginning with a mute **h**: e.g **an** apple

- Individual letter spoken with **a** vowel sound: e.g **an** L-plate

2. the Definite Article + Noun

- **The** is the same for singular and plural and for all genders.

  e.g **the** boy / **the** boys

- The definite article is used when the object or group of objects is unique or considered to be unique: e.g **the** earth

- Before a noun which has become definite as a result of being mentioned a second time: e.g His car strucks a tree; you can still see the mark on the tree.

- Before a noun which is needed definite by the addition of a phrase or clause: e.g the girl in blue

- Before a noun which by reason of locality can represent only one particular thing: e.g the newspaper (the one we read)

- Before superlatives and first, second etc, used as adjectives or pronouns, and the only: e.g the first (week)

3. This/ these, that/ those (Demonstrative Adjective) +Noun.

This/that are used for singular nouns, these/ those are used for plural nouns. e.g **This** beach was quite empty last year.

4. Possessive Adjective + Noun

- Possesive adjectives in English refer to the possessor and not to the thing possessed, **my, your, its, our**, and **their** are possessive adjectives. e.g **my** book

- The form of the possesive /genitive case of nouns. **'s** is used with singular nouns and plural nouns not endings in s: e.g a man**'s** job

- A simple apostrophe (**'**) is used with plural noun ending in s: e.g the Smiths**'** bag

- Classical names ending in s usually add only the apostrophe: e.g Phythagoras' Theorem

- Other names ending in s and take „s or the apostrophe alone: e.g Mr. Jones‟s house or Mr Jones‟ house

5. Numeral

- Cardinal numbers (adjectives and pronouns). e.g **two** girls

- Ordinal numbers (adjectives and pronouns). e.g **second** chance

6. Quantitative adjectives

It is intended to explain the number of things , they are : some, any, much, many, a lot of, a little, few, etc.

- Some and any mean a certain number or amount. They are used with or instead of plural or uncountable nouns.

e.g **some**biscuits (countable)

anyapple juice (uncountable)

- **much** is used to explain uncountable noun, then **many** is used to explain countable noun e.g **much** time **many** things

- **a lot** of is used to explain plural and uncountable noun. e.g **a lot of** luck

- **few** is used to explain plural noun; little is used to explain uncountable noun in negatives idea (without a).

- **a few** and **a little** are more positive.

e.g He has **few** friends (not enough friends)

There is **little** time (not enough time)

Furthermore, Mustadi (2005:4) gives twelve formations as follows:

a. [determiner-Headword]

- a book

- the country

- this child

- our house

- some equipment

b. [(det)-adjectives-H]

- A luxurious big house

- Many white Chinese cars

- Long straight black hair

- Smooth/soft brown skin

- This big square building

c. [(det)-verb+ing-H

- A reading book

- The opening ceremony

- A developing country

- A slowly moving train

d. [(det)-verb3-H]

- A revised edition

- The estimated cost

- That fallen tree

- This corned beef

- This equipment plane

e. [(det)-noun-H]

- The bus station

- A call paper

- World Health organization

f. [(det)-H-prepositional phase]

- the colour of the sea

- the people in Java

g. [(det)-H-verb+ing]

- The man sitting at the corner

- The people traveling long distances

h. [(det)-H-verb3]

- The things made in Japan

- Some novels written by Kristy

i. [(det)-H-to infinitive]

- Much work to do

- Many experts to assist us

j. [(det)-H-adjective]

- Something important

- Parents interested in the program

k. [(det)-H-adv/number/NP]

- Youth today

- Page 16

- Alexander the Great

l. [(det)-H-relative clause]

- The man who is sitting at the corner

- Things which are made in Japan

- Many experts who are to assist us

- Parents who are interested in the program

2.12 Noun Phrase in a Song

Most of ESL students especially Indonesian students often meet difficulties in using and arranging noun phrase. That's why they make mistakes in using noun phrase, whereas vocabulary is the very important part of English four skill which has to be mastered and acquired by the students in learning a new language.

We thoroughly agree with Savile-Troike (1984: 216) who states, "Vocabulary knowledge in English is the most important aspect of oral English proficiency for academic achievement". By learning vocabulary first, it enables the students to communicate in English.

By mastering noun phrase students can produce sentences in various way and of course, it will make the message receiver can enjoy or hear the message easily and not boring from the speaker or writer.

Since noun phrase is a part of vocabulary and it is important to be mastered, and need to be learned in a fun way to make studying noun phrase is easier. Dale (1992:5) states that songs are good at introducing vocabulary because song provides a meaningful context for the vocabulary. Relating to the words or lyrics in English pop songs, we can assume that it can be used as media to teach vocabulary especially noun phrases.

There are several reasons that songs might be helpful in learning and teaching vocabulary. Firstly, song is a part of music which creates relaxing and enjoyable atmosphere in classroom. Secondly, English songs are associated with native speakers, since they are sung by the natives. Furthermore, songs are also include in authentic material. Thirdly, songs are easy to get. It can be found anywhere and anytime. It can be downloaded in the internet or just listen to it by joox or spotify application.

By giving students some popular English songs consist of noun phrases and they listen to them, students are expected to repeat the words in the Songs unconsciously. After that, they are expected to identify which one is the noun

phrase. Then, the teacher explains about noun phrase and continues the activities by singing the song with the students. Finally, the teacher gives time to the students to make a sentence using noun phrases in the song and to make a sentence with their own noun phrase. By using pop songs as media, the writer expected that it can be used for enhancing the mastery of noun phrases of senior high school's students. The students are given something new and different what they usually get in class. They are not only the object of teaching but also participants. In other words, the teacher makes the students active instead of being silent and also the writer wants to change some assumptions that learning English is difficult, boring, and confusing for students. So, the objectives of the teaching learning process can be achieved.
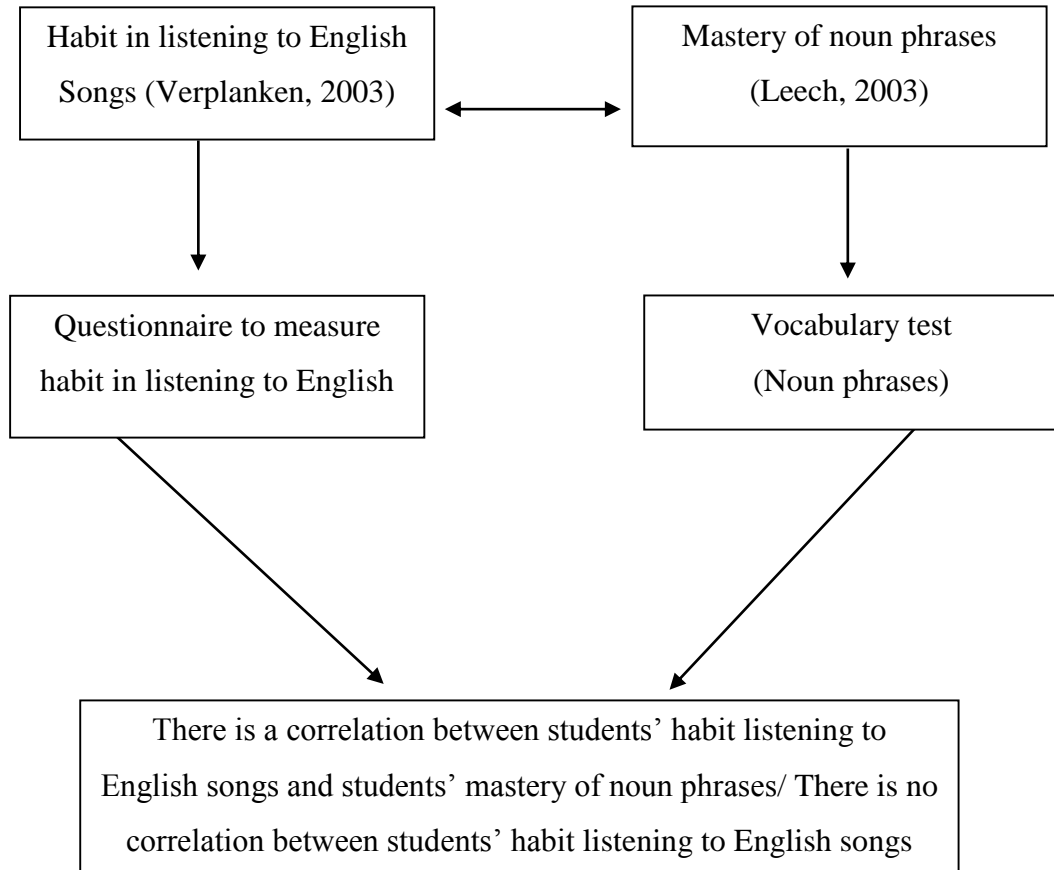
2.13 Theoretical Framework

Listening and vocabulary are integrated, both are important skills that need to be mastered by second language learners. In this study, the writer chooses the main concern of the vocabulary to noun phrases since students often meet difficulties in constracting noun phrase. According to the previous studies mentioned, students mostly make mistake in puting noun because they use the same pattern as their language. It is assumed that good habit of listening to English songs affects students' vocabulary mastery since some studies mentioned on the previous sub chapter has proven that Songs can help students in learning second language.

In this digital era, second language learning must be easier because there are many sources of interesting media can be easily accessed. Since the eleventh

grader students are teenager, it is assumed that almost all of them have habit in listening to songs from their smartphone by accessing joox or spotify. Worldwide songs are available to be listened. So the writer interested in conducting this research to know whether there is a correlation between students' habit in listening to English songs and students' mastery of noun phrases, because noun phrase is the part of vocabulary and it can be easily found in a song.

Figure 2.1

Theoretical Framewok

| Habit in listening to English Songs (Verplanken, 2003) | Mastery of noun phrases (Leech, 2003) |

| Questionnaire to measure habit in listening to English | Vocabulary test (Noun phrases) |

There is a correlation between students' habit listening to English songs and students' mastery of noun phrases/ There is no correlation between students' habit listening to English songs

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

It consists of conclusions of the research that has been done by the writer and suggestions for students, teachers, and the next researcher who will conduct similar research.

5.1 Conclusions

After having research analysis in chapter IV, the writer comes to the following conclusions:

There is a correlation between students' habit of listening to English songs and their mastery of noun phrases. This was obtained from the computation of the correlation between the students' habit scores and students' score of noun phrases test by using Product Moment Formula and the result was 0.737, whereas the critical value with N=31 and the 5% significant level is 0.355. It means that the result obtained from the computation is greater than its critical value. Therefore, the researcher concludes the two variables above were positively correlated. This conclusion implies that the students' habit of listening to English songs influent their mastery of noun phrases. This result is obtained from the computation of the significant correlation coefficient between the students' habit of listening to English songs and their mastery of noun phrases by using t formula. From the computation, it is gotten that obtained value of t is 11.482 which is greater than t table as much as 2.03. From the figure 4.2 in chapter four, it could be seen that the t result is on the rejected area of Ho (null hypothesis). So, it means that Hi (working hypothesis) was accepted and correlation between the two variables is

significant. Based on the fact, the researcher concludes that there is significant correlation coefficient between the students' habit of listening to English songs and their mastery of noun phrases.

By having habit of listening to English songs, the students could take some advantages; the habit can bring them into good understanding of English in an enjoyful way, the lyrics can help the students to remind the English phrasal verb everytime and every where they listen to the song. They can reinforce their vocabulary,especially noun phrases than it will make them easier and faster mastering noun phrases. Students' high frequency of listening to english songs also affect their result of study, in this case is in noun phrases test. Students who have strong habit got better understanding of noun phrases than the others who have no such habit. It can be concluded that the higher students' habit of listening to English songs, the better their mastery of noun phrases.

5.2 Suggestions

After doing this research, the writer hopes the finding will give advantages to the area of education, particularly in the scope of SMAN 1 Bulakamba, Brebes. Since there is significant correlation between students' habit of listening to English songs and their mastery of noun phrases, the students could improve their habit by listening to English songs as often as possible. They may listen at school, at home, on the way, and other places. By improving this habit, hopefully they get better understanding of noun phrases and master it easily.

The teachers should motivate the students to improve their habits in listening to English songs both at school and home due to the fact that there is a

significant correlation between students' habit of listening to English songs and mastery of noun phrases. Then, the teachers may give some tasks related to listening to English song and noun phrases to the students. By doing so, they will get the real experiences of learning noun phrases. So, it will be an interesting and innovative way in teaching English where the students are enjoy in a fun atmosphere and get knowledge.

Then, for the next researchers, hopefully this finding that still has weaknesses will encourage them to conduct and explore deeper research by investigating all kinds of effective habits.

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