

**RELATIONSHIP BETWEEN EXPOSURE TO ENGLISH SONGS AND
THE VOCABULARY MASTERY AMONG ELEVENTH GRADE
STUDENTS AT SMA NEGERI 1 SEDAYU
IN THE ACADEMIC YEAR OF 2009/2010**

A Thesis

Presented as Partial Fulfilment of the Requirements for the Attainment
of the Degree of *Sarjana Pendidikan* in English Language Education



by

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2011

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A THESIS



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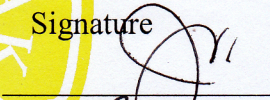
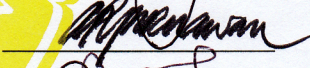
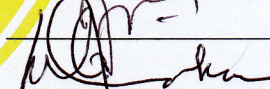
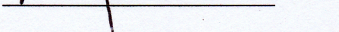
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A THESIS

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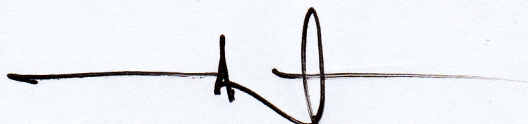
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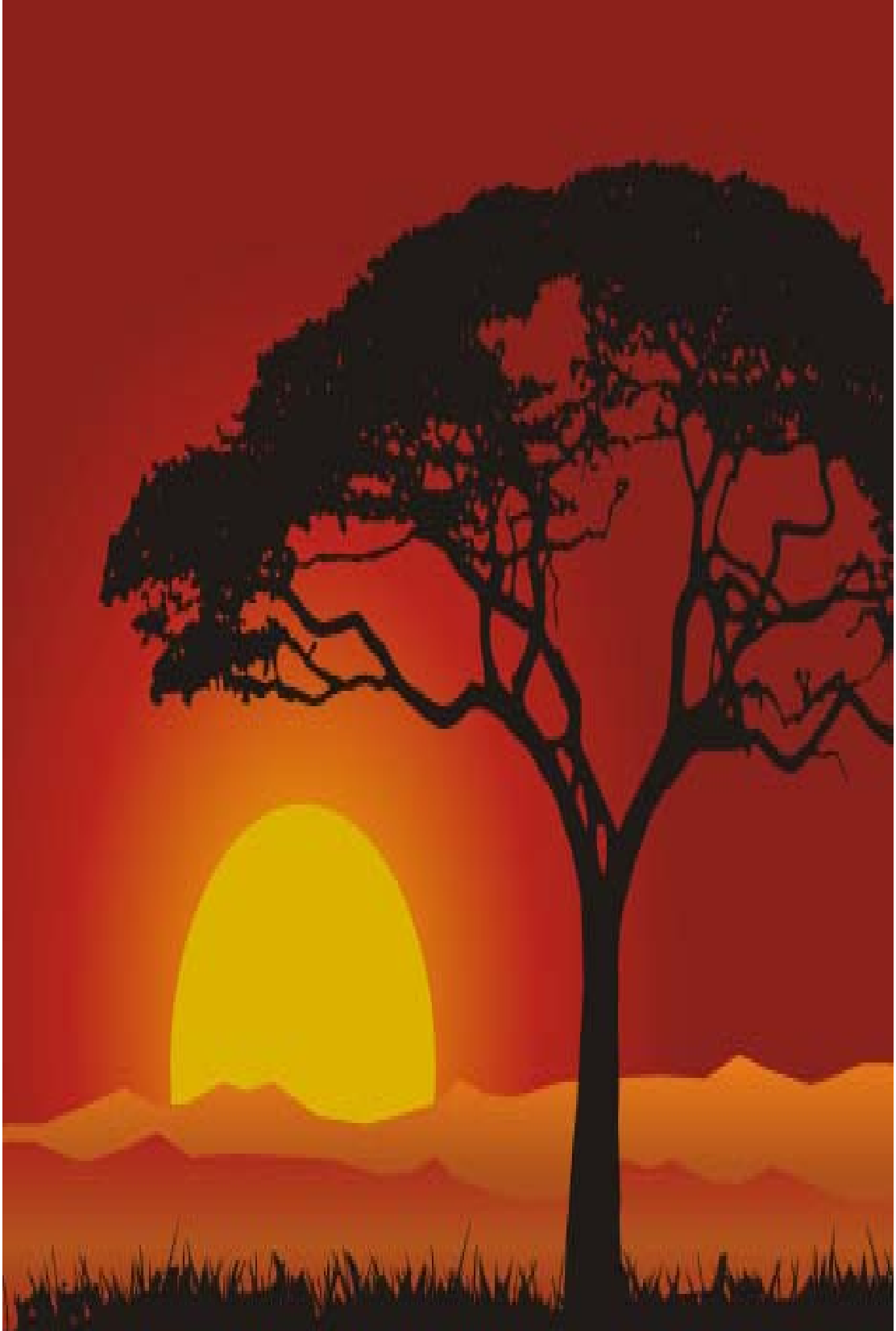
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DEDICATIONS



MOTTOS



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The Writer

Lengga Pradita

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RELATIONSHIP BETWEEN EXPOSURE TO ENGLISH SONGS AND THE VOCABULARY MASTERY AMONG ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 SEDAYU IN THE ACADEMIC YEAR OF 2009/2010

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ABSTRACT

The objectives of the study are to find out the levels of the students' exposure to English songs and the students' vocabulary mastery. The study also examines whether there is a significant relationship between exposure to English songs and the vocabulary mastery.

The research population was designated to be the eleventh grade students at SMA Negeri 1 Sedayu in the academic year of 2009/2010 consisting of 308 students. The researcher used Krejcie and Morgan table to decide the number of sample. The number of sample was 169. Data were elicited by ways of a questionnaire to measure students' exposure to English songs and a test to measure the students' vocabulary mastery. The statistical technique used to test the hypothesis was the product moment correlation.

The results of the data analysis reveal that the students' exposure to English songs is found to be in a *fairly good category*. The mean score is 104.47 and the standard deviation is 9.381. The students' vocabulary mastery is found to be in a *good category*. The mean score is 25.47, the standard deviation is 6.907. The result of the *product moment correlation* shows that the *r*-value of student's exposure to English song and the vocabulary mastery is 0.275 which is higher than *r*. table 0.117 at the significance level of 5%. . In addition, the *p*-value is .000, which is less than 0.05 at the significant level of 5%. Since the *r*-value is positive and the *p*-value is lower than 0.01, the hypothesis could be accepted. The contribution of exposure to English songs toward the vocabulary mastery is 0.075 or 7.5%. Other factors contribute as much as 92.5% toward vocabulary mastery.

CHAPTER I INTRODUCTION

A. Background of the Problem

English is one example of the languages used by people to interact with each other. There are many languages which are used and learned by people in many different ways. Brown (2001:118) says that more than half of the one billion English speakers of the world learn English as a second or foreign language. This means that English is of great importance to develop science, technology, art and culture, and to improve relationships among nations.

Considering the importance of English, many countries regard English as a compulsory subject to learn in schools. In Indonesia, English is regarded as a first foreign language that is learned in almost schools in Indonesia. It becomes a compulsory subject to learn in many schools in Indonesia for preparing the globalization era. According to *Permendiknas No.22 Tahun 2006* and *Permendiknas No.23 Tahun 2006*, the aim of English teaching and learning is to make the students able to communicate in English both orally and written in order to face the development of science and technology in the global era.

In order to communicate using English in oral and written forms, the students should prepare themselves with vocabulary mastery. According to Wilkins in Harmer (2002) “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” The vocabulary mastery as one of language components will support the students’ ability in communication both oral and written.

However, some problems have existed in classrooms that make the learners have less knowledge on vocabulary for the ultimate objective of learning the foreign language. The monotonous way on remembering the vocabulary becomes the basic problem of many students. The students usually just receive the English words from their teacher or lecturer and never try to improve their vocabulary mastery. Moreover, the teacher lacks creativity to improve students' vocabulary mastery. The condition where the learners rarely face the real situation of using English vocabulary makes the students have less mastery about English vocabulary. Therefore, the problem of the students' vocabulary mastery is important to observe. This situation leads the researcher to conduct a study on the vocabulary mastery of high school students.

In accordance with the objective of the English teaching in High School SMA Negeri 1 Sedayu, it is expected that after the last semester, the students have to master the four skills: reading, speaking, listening, and writing in English. In order to master the four major skills, they should prepare themselves with the vocabulary mastery despite of the grammatical mastery. Regarding the reasons above, the researcher is interested in doing research on the relationship between certain factors and the students' vocabulary mastery.

B. Identification of the Problem

One of the aims of teaching English as a foreign language in Indonesia is mastering the vocabulary. It is because from knowing the vocabulary the students are expected to be able to make both oral and written communication. However, there are some factors influencing the learning processes.

Slameto (1995: 54) states that there are two general factors which influence the learning process and learning achievement. They are the internal and external factors.

The internal factors consist of psychological, and fatigue ones. The psychological factor includes health and physical defects. The psychological factor includes IQ (intelligence), attention, interest, aptitude, motivation, readiness, and maturity. The fatigue factor includes physical exhaustion and spiritual exhaustion.

The external factors consist of family, school, and society ones. The school factor consists of the methods, curriculum, the relationship between the teacher and students, the relationship among the students, school discipline, lesson instrument, school schedule, standard of lesson, situation of building, learning method, and home assignment. The family factor consists of the parents' education, the relationship of the members of the family, family situation, family economy, parents' understanding, cultural background, and soon.

The society or the environment factor includes students' activities in the society such as taking English courses, joining group of discussion, making use of the mass media such as television, radio, and especially using the mass media such as internet, television, radio, as means to play, hear and search the lyrics of English songs. There are unlimited English songs that can be played and heard. It is because everyone in the world loves to hear song and to sing it. Moreover, everyone has different favorite song to be heard. Hear and sing English song becomes as a fun way for one learn to vocabulary that includes in lyrics of song.

English song enables one to learn how to pronounce the vocabulary in the song lyrics while singing, even when one does not know the meaning of vocabulary they could search the lyrics from internet. It brings some impact that song gives some probabilities in raising the students' vocabulary mastery.

C. Delimitation of the Problem

The content of the study will be focused only on the impact of exposure to English song and the students' vocabulary mastery. This has been decided on the following reasons.

Learning a language involves learning the vocabulary of the language and mastering vocabulary means knowing the knowledge of vocabulary. According to Hammer (2002:2), knowing the vocabulary does not only from dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocation) as well as its connotation, including its register and its cultural accretions. Accordingly, the vocabulary mastery as one of language components will support the students' ability in communication both orally and in written.

As stated in the previous sub-chapter, exposure to English songs brings some impacts. One of the impacts is that song is probable could raise the students vocabulary knowledge. English songs that contain lyrics or words in it, indirectly becomes a probable means to learn the vocabulary complete with the way to pronounce it. English songs also give variable words that are provided in the lyrics which include the formal and informal words that can be learned. It is because almost everyone loves to hear and sing a song. Songs could be the fun

way to learn vocabulary. It could also be the probable way to raise the vocabulary knowledge.

In conducting this research, the researcher took the eleventh grade students at SMA Negeri 1 Sedayu. The decision was based on several reasons. The first is students of eleventh grade should have knowledge on the vocabulary to understand the material that is delivered by teacher in the teaching learning process. Second, they should understand the vocabulary that are used in the material and be able to use vocabulary to communicate with. It is because later in the next grade, they would face the English final examination that needs their knowledge on vocabulary. Third, the students of eleventh grade should have knowledge on vocabulary because they would need it to communicate with other people.

D. Formulation of the Problem

1. What is the level of exposure to English songs of eleventh grade students at SMA Negeri 1 Sedayu like?
2. What is the level of vocabulary mastery of eleventh grade students at SMA Negeri 1 Sedayu like?
3. Is there any positive and significant relationship between exposure to English songs and the students' vocabulary mastery?

E. Objectives of the Research

1. To find out the level of exposure to English songs of eleventh grade students at SMA Negeri 1 Sedayu.

2. To find out the level of vocabulary mastery of eleventh grade students at SMA Negeri 1 Sedayu.
3. To find out relationship between exposure to English songs and the students' vocabulary mastery.

F. The Significance of the Research

1. Theoretically

The study will support theories proposed by previous experts and inspire the students of eleventh grade students at SMA Negeri 1 Sedayu to be more creative in seeking a new way to improve their vocabulary mastery. It is because the vocabulary mastery as one of language components will support the students' ability in communication both in oral and written forms.

2. Practically

- a. For the readers, it can be used to know more about exposure to English song and how to use it as a means to improve the vocabulary mastery.
- b. For teachers, it can be used as references to improve the students' vocabulary mastery.
- c. For other researchers, it could be used as information to show the importance study of the relationships between exposures to English song and inspire them on language learning.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary

According to Hornby (1974:959), vocabulary is the total number of words which (with rules for combining them) make up a language. Kamil and Hiebert as quoted by Lehr, Osborn, and Hiebert (2005:2-3) also define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use vocabulary to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.”

Vocabulary is more complex than the definitions suggested above. Some expert proposes the categories of vocabulary. Lehr, Osborn, and Hiebert (2005) explain that vocabulary comes in two forms: oral and print form. Oral vocabulary includes those words that one recognizes and uses in listening and speaking. Print vocabulary includes those words that one recognizes and uses in reading and writing. According to Nation (2001: 13) vocabulary also comes in two forms: receptive and productive form. Receptive vocabulary includes words that one recognizes when one hears or sees them. Productive vocabulary includes words that one uses when one speaks or writes. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which one assigns some meaning, even if one does not know their full definitions and connotations

or ever use them. Some experts like Meara (1990), Corson (1995), and Laufer (1998) use the term active vocabulary is for speaking and writing and passive vocabulary is for listening and reading.

b. Definition of Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. A person is said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. Vocabulary is considered as the most important part in learning language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1997: 130) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

Vocabulary mastery is an important thing in order to master four major skills: speaking, reading, writing, and listening. According to Wilkins as stated in Thornburry (2002), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." One can say very little with grammar, but one can say almost anything with words. Ones were told to have mastery on

vocabulary, if they had extensive vocabulary knowledge or knowing the aspects of vocabulary broadly. Then, vocabulary mastery can be said as one's capacity or ability to master the vocabulary knowledge extensively.

c. Aspect of Knowing a Word

Nation (2001) explains that at the most general level, a knowing word involved three factors; form, meaning, and use. Each of them has different aspects that include receptive and productive knowledge. Then, each of the receptive and productive knowledge has an indicator that shows the vocabulary knowledge of the learners. The nine aspects of what is involved in knowing a word as shown are important to explain in order to see what aspect includes:

1. Spoken form

From the point of view the receptive knowledge, students who know the spoken form of a word are able to recognize the word when it is heard. On the other hand, in productive knowledge, they are able to produce the spoken form by saying the word with correct pronunciation including stress in order to express a meaning (Nation: 2001).

2. Written form

Students who know the written form of a word are being familiar with its written form so that they are able to recognize it when is met in reading. It includes in receptive knowledge. On the other hand, one aspect of gaining familiarity with the written form of word is spelling. So, in productive knowledge, they are able to write the word with correct spelling (Nation: 2001).

3. Word parts

Knowing a word means to know that a word is made up of affixes and a stem that are joined together to make a new form and meaning, for example, in-+legal = illegal. Thus, knowing a word also involves knowing the members of its word family, and what are considered members of the word family will increase as proficiency develops. For example, knowing word *mend* can also involve knowing its forms, meaning and uses: mends, mended, and meaning. At a later stage of proficiency, knowing *mend* may also involve knowing *mender*, *mendable*, and *unmandable*. Students who recognize that a word is made up of its parts and can relate its part to its meaning indicate that they have receptive knowledge. In contrast, students who are able to construct a word using the right word parts in appropriate forms indicate that they have productive knowledge (Notion: 2001).

4. Connecting form and meaning

Students not only need to know the form of word and its meaning, they need to be able to connect the two. For example the students might be aware of the form *brunch*. The students might also know that there is a concept for single meal that takes the place at breakfast and lunch. The students might also know that the form *brunch* is the appropriate form to communicate the concept of a meal combining breakfast and lunch. Receptive knowledge that is involved in this aspect means knowing that a word signals a particular meaning and knowing what the word means in the particular context. On the contrary, productive knowledge that

involves in this aspect is being able to produce a word to express its meaning (Nation: 2001).

5. Concept and referents

This aspect includes knowing homonyms, homograph, and homophones. Homonyms are words that have the same form and pronunciation but have completely unrelated meanings. For example, the word like and like can be two quite different words: I like looking...look like new. Another example is the word bank in the bank of a river and the national bank. Homographs are words with identical written forms but are pronounced differently. For example, the words live in a live concert and where do you live? are pronounced differently but spelt the same. Homophones are words with identical spoken forms but are spelt differently; horse and hoarse, meet and meat, tail and tale, aloud and allowed. In the perspective of receptive knowledge, this aspect involves knowing the concept behind the word that will allow understanding in a variety of context. Meanwhile, in the perspective of productive contexts to express the range of meanings of the word in different context to express the range of meanings of the word (Nation: 2001; Thornbury: 2002).

6. Associations

Synonyms and antonyms are included in the aspect of associations. According to Thornbury (2002: 7), “synonyms are words that share simple meaning.” Words like old, ancient, antique, aged, elderly are all synonyms in that they share the common meaning of not young/new. However, the uses of words that have similar meanings are according to certain contexts. It is more likely to

say an old record player and even antique one than an elderly record player or an aged one. Synonyms are similar, but seldom the same, such as taxi and cab, soccer and football. One will be preferred over the other certain contexts and by particular speakers. Harmer (2001) and Thornburry (2002) explain the words with meanings are called antonyms. For example, the word full is the opposite of empty, cheap is the opposite of expensive. A word may have more than one antonym, for example, a rich person-poor person, rich food-plain food, and an old man- a young man, an old record-a new one. Nation (2001) states that knowing that there are related words includes in receptive knowledge. In the other hand, being able to produce synonyms and opposites for words are productive knowledge.

7. Grammatical function

Nation (2001) suggest that in order to use a word, students need to know what parts of speech it is and what grammatical patterns it can fit into. Thornburry (2002) describes eight different word classes or parts of speech: (1) nouns (e.g. bits, pieces, record, player, etc.), (2) pronouns (e.g I, you, them, etc.), (3) verbs (e.g. like, looking, doing, to look, etc.), (4) adjectives (e.g. old, second-hand, new, etc.), (5) adverbs (e.g. up, below, beautifully, etc.), (6) preposition (e.g. for, like, at, in, etc.), (7) conjunctions (e.g. and, or, but, etc.) and (8) determiners (e.g. a, the, some, this, etc.). In terms of the meanings associated with this word classes, they can be divided into two groups; grammatical words or function words and content words.

Function words mainly contribute to the grammatical structure of the sentence and are generally pronouns, propositions, conjunctions, and determiners. On the other hand, content words are these that carry a high information load. Those are usually nouns, verbs, adjectives, and adverbs. Nation (2001) involves that being able to recognize that a word is used correctly in a sentence in which it occurs as receptive knowledge of the aspect of grammatical functions. In contrast, being able to use a word correctly in a original sentence indicates productive knowledge.

8. Collocations

Knowing collocations (also known as word combinations) means knowing words it typically occurs with. Collocation differ greatly in these parts: (1) size, that is the number of words involve in the sequence, (2) type, that includes function words collocating with content words (e.g. look, with, at) and content words collocating with content words (e.g. united with states), (3) closeness of collocates (e.g. expressed their own honest opinion), and (4) the possible range of collocates (e.g. commit with murder, a crime, suicide). In this aspect, the receptive knowledge is being able to recognize that words are typical collocations. The productive knowledge is being able to produce words that commonly occur with them (Nation: 2001).

9. Constraints on use

In this aspect, knowing that word underdeveloped is not an uncommon word and is not pejorative word indicates receptive knowledge. Meanwhile, being able to decide to use or not use the word to suit the degree of formality of the

situation indicates productive knowledge. For example, at preset developing is more acceptable than underdeveloped which carries a slightly negative meaning (Nation: 2001).

In this research, the researcher uses the theory proposed by Nation (2001) as stated above to measure the students' vocabulary knowledge. But not all the aspects of vocabulary knowledge are used. The researcher only uses the receptive knowledge that can be applied in the reading activities. So the aspect of spoken form is not used. The researcher adapts the theory as shown in Table 1.

Table 1: Indicators of Vocabulary Knowledge

Factors	Aspects	Indicators
Form	Written	Being familiar with a words written form so that it is recognized when it is met in reading
	Words parts	Recognizing that a word is made up of its parts and being able to relate these parts to its meaning
Meaning	Form and meaning	Knowing that a word signals a particular meaning and knowing what the word means in a particular context
	Concept and referent	Recognizing that a word is made up of its parts and being able to relate these parts to its meaning
	Associations	Knowing that a word has its related words including knowing synonyms and antonyms
	Grammatical function	Being able to recognize that a word is used

		correctly in a sentence in which it occurs, including knowing what parts of speech it is and what grammatical patterns it can fit into
	Collocations	Being able to recognize words that are typical collocations or knowing what words it typically occurs with
	Constraints on use (register, frequency,...)	Being able to recognize that words are suitable and appropriate in the situations.

According to the theories above that the knowledge of vocabulary divides into two forms that are receptive and productive knowledge. Students can learn the receptive and productive knowledge of vocabulary from sources of vocabulary input, for example in the teaching and learning process at schools. The students learn productive knowledge of vocabulary from asking question in English, debating, role playing, writing paragraph, singing a song, and etc. However, they could learn receptive knowledge of vocabulary from listening English conversation, English news from electronic devices and reading English course books, magazines, and books in library, and listening to English songs.

d. Sources of Vocabulary Input

The previous chapter has mentioned the importance of vocabulary as the main component in order to learn and master the four major skills in English. In learning vocabulary there are many sources that could be used as the vocabulary

input for learners. Thornburry (2002: 13-74) divides possible sources of learners vocabulary input into nine:

1) Lists

One reason that learners still use list learning is because of the economical thing. Large numbers of words can be learned in a relatively short time where learning vocabulary means the ability to recall items in subsequent tests. Even the fact that the words are not related to each other and not in alphabetical order. Some researchers believe that list learning could be as means to reduce the chance of getting words confused with each other. They also estimate that up to thirty words an hour can be learned this way.

2) Course books

Course books nowadays take seriously the need to recycle vocabulary regularly, and often into their content periodic review stages. Similarly testing activities are often included. For language learners who want to learn vocabulary through course books, it selects vocabulary on the grounds of usefulness, frequency, learnability, and teachability. One important thing is course books provide learners with a lot of incidental vocabulary embedded in task instructions, grammar explanations, and so on.

3) Vocabulary books

There is a wide selection of supplementary vocabulary books now available. Sometimes vocabulary books are targeted at specific needs, such as business or technical English, or designed as preparation for public examinations. These books are designed to test vocabulary knowledge, rather than to teach it.

4) The Teacher

The teacher is a highly productive source of vocabulary input. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom process, such as; *Let's see...*, *Now then...*, *Whose turn is it?*, and etc. The teacher is also the source of a lot of useful interpersonal language such as; *Oh really?*, *That's amazing!*, and etc.

5) Other students

Other students in the class are a particularly fertile source of vocabulary input. Learners often pay more attention to what other learners say than they do either the course book or their teacher. In any one class, each learner can contribute to the shared class 'lexicon' through activities such as brainstorming. And research findings suggest that learner input is as powerful as the other vocabulary sources. It depends on allowing learners to raise their own topics.

6) Short Texts

Nowadays, the tendency is to present vocabulary in texts. For vocabulary building purposes, texts whether spoken or written have enormous advantages over learning words from lists. Short text are ideal for classroom use, since they can be subjected to intensive grammatical and lexical study, without overtaxing learners' attention or memory, as may be the case with longer texts. Learning to cope with short texts is also good preparation for independent reading and listening, including dealing with longer texts. Moreover, short texts provide useful models for student's production, in the form of speaking and writing.

7) Books and Readers

Learners need plentiful opportunities for incidental learning. The best way of providing the necessary exposure is through extensive reading- that is reading long text and for pleasure rather than for information. If learners are enjoy and get most out of extensive reading it should not be seen as hard work. Extensive reading provides the opportunity to meet words in their context of use, and also supplies repeated encounters with many of these words.

8) Dictionaries

For a long time the use of dictionaries in class was discouraged, generally on the grounds that dependence on a dictionary might inhibit the development of more useful skill, such guessing from context. However, the role of dictionaries in vocabulary learning has been reassessed. As sources of words, and of information about words, they are unequalled. Nowadays, an excellent selection of learner dictionaries is available, and course books regularly include activities designed to encourage resourceful and efficient dictionary use. Dictionary based activities can be designed that require students to make decisions about a word's spelling, its pronunciations, its meaning, its grammar, its collocations, its derivatives, the style and connotations of the word, and its frequency.

9) Corpus Data

A corpus is a collection of texts that has been assembled for the purposes of language study. Modern corpora are stored electronically and consist of many millions of words of text, both spoken and written. They range from academic texts through newspaper articles to casual conversation, and include American,

British, Australian, teenager and even learner varieties of English. The benefit for teachers and learners of corpus data is that it provides them with easily accessible information about real language use, frequency and collocation.

The nine sources that have been mentioned above make students can easily find the source of vocabulary input. The first, it can be seen from the lists of vocabulary that they made and recall them one by one. The second, the course books that they have in classroom that usually include the grammatical rule and tasks. The third, the vocabulary books are usually made in one specific purpose.

The fourth source was the teacher as the real model of vocabulary input in class that could be imitated by learners. The fifth was the other students as the accompaniment for the learner in receiving the vocabulary have role to remembering and testing the vocabulary that the learners have received. The sixth was the short texts that are a good preparation for independent reading and listening. The next source was books and readers that allow the learners to have extensive reading that is reading the text for pleasure rather than for information. Then, the dictionaries as the source full information that has entire words and meaning in it. And the last is the corpus data it could be anything that consist of many millions of words of text, both spoken and written.

From the explanation above we can make a conclusion that there are so many sources despite the sources mentioned above, learners especially could learn vocabulary from television, radio, internet, newspaper, magazine, article, speech, song, lyrics, and etc.

2. English Song

a. Definition of Songs

According to Richard (2002) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style.

A song usually is accompanied by music instruments, which perfect and beautify its performance. In relating to the singing of songs, Piaget in Malley (1992) describes songs as an egocentric language. It means that the students simply enjoy hear the songs. It can be said that the need for the egocentric language is fulfilled partly through songs. The touch of music instruments sometimes makes a song have more emotion value than a poem. Because of the specially, more and more people can enjoy songs easier than they can enjoy poems.

Songs have rhymes and rhythms. They also use beautiful words and convey subjective feelings. Kamien (1997) stated that song is a relatively short musical composition for the human voice that is possibly accompanied by other musical instrument which features words or lyrics. A song is often employed in literature to refer to a lyric poem adapted to expression in music. This definition, then, supports the previous statement which declares that songs have rhymes and rhythms are considered as inevitable parts of poem.

A rhyme is more than an ornament in poetry or songs. It provides pleasing sense impression; it helps to establish stanza form; it is an aid in memorizing; and it contributes to unity of poem or a song. A rhythm which is the uniform of recurrence (repetition) of beat or accent is the measured flow of words in verse or prose. It is most often established by a combination of accents and numbers of syllables. Song is an ideal vocabulary learning media for students. It is because song helps students remember the vocabulary easily.

b. Songs in Language Learning

Song means that words and sounds go hand in hand. For that reason, the ability to make and distinguish between the articulated sounds and phonemes of a language is a part of language learning. Even since in their children age, people love the sound of word for they are experimenting with language in this period of development.

In children age singing a song also often becomes a welcome change from the routine classroom activity in learning a language. Pleasure for its own sake is an important part of language learning, a fad which is often overlooked by the teacher in his/her question for teaching points. Songs make the experience of learning English a child centered and enjoyable one (Richard in Byrne, 1983:106).

However songs are means for language learning, they offering to the learners the opportunities for practicing the language. Moreover, the lyrics of songs are sung repeatedly and rhythmically that enables learners to memorize words easily.

c. Exposure to English Songs

The word exposure means contact, familiarity, opportunity. Exposing in this sense means “making visible; revealing or making known” (Hornby, 1974: 300). Exposure to English songs, is, then revealing or making known of English songs that could give benefits to the language learning process and contribution to the vocabulary knowledge. Dian (2001) states that exposure is indicated by students’ interest, activities, advantages, length, and post activities related to the English songs. The indicators of exposure to English songs are presented as follow:

1. Interests

The students’ interest in exposure to English songs can be categorized into three categories: *language preference on lyrics*, *personal preference and favourite singer*. *Language preference on lyrics* involves what languages on lyrics that one prefers to sing. *Personal preference* involves the personal opinion about what song they are prefer to listen to, and etc. *Favourite singer* involves the opinion about the preference of person who sings the English songs.

2. Activities

The students’ activities in exposure to English songs can be categorized into six categories such as the activity of preparation, the activity of trying to find the lyrics, the activity of trying to read the lyrics or sing, or sing, the activity of keeping attention to the vocabulary and pronunciation, and the activity of trying to know the meaning of words/ phrases/ sentences.

3. Advantages

Advantages are indicated by the students' opinion from the question "*Do English songs improve their English vocabulary?*" The advantage of English songs includes the knowledge of getting the new vocabulary and its pronunciation, the knowledge about the culture and the custom of the country, the means of entertainment, education, information, and socialization.

4. Length of time

Length is indicated by the frequency (how often) of exposure to English songs per week and the duration (how long) of listening in it. Length can be measured in term of hours, minutes, etc.

5. Post-Activities

The indicators for post activities can be in the form of asking what activities they do after exposure to English songs. The activities can be categorized into activities after exposure to songs, get influenced, retell the story inside the song, utter words/phrases/ sentences, and improve vocabulary.

B. Conceptual Framework

From the theories given previously, a conceptual framework is constructed on the relationship between the exposure to English songs and the vocabulary mastery. This conceptual framework is aimed at focusing this research study on the problem concerned.

As mentioned above the students should master the vocabulary in order to master the four major skills that are speaking, writing, reading, and listening. To master the vocabulary the learners not only depend on dictionary. According to

Harmer (2002:2) knowing the vocabulary does not just know its dictionary meaning (or meanings) – it also means knowing the words commonly associated with it (its collocation) as well as its connotation, including its register and its cultural accretions. Then Thornburry (2002: 13-74) states that there are nine sources of vocabulary input. One of the nine sources is the corpus data that could be anything that consist of many millions of words of text, both spoken and written. It could be from the newspaper, magazine, article, speech, songs, lyrics, and etc.

English songs that contain lyrics or words in it indirectly become probable means to learn the vocabulary complete with the way to pronounce it. English song also give variable words that are provided in the lyrics includes the formal and informal words that can be learned. It is because most everyone loves song to hear it and also sing it; song could be the fun way to learn vocabulary. It also could be the probable way to raise the enthusiastic on learning vocabulary.

Accordingly, the vocabulary mastery as one of language components will support the students' ability in communication both orally and in writing. The students' vocabulary knowledge then is believed to be highly supported by the exposure to English songs. In this study, song has been chosen by the writer as the media for which it is most like playing media that is capable of giving constructive effect in education. Learning English vocabulary by listening song will make the students become more eagerly in their learning process and it will caused English vocabularies are easy to be mastered by students in a comfortable way.

C. Hypothesis of the Study

Based on the theoretical review and theoretical framework, a hypothesis is proposed in this study. The hypothesis is constructed in the following statement:

“There is a positive and significant relationship between exposure to English songs and the vocabulary mastery among eleventh grade students at SMA Negeri 1 Sedayu in the Academic Year of 2009/2010”

CHAPTER III RESEARCH METHOD

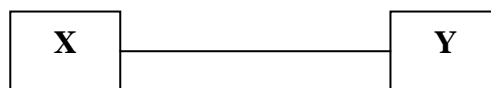
A. Type and Method of Study

There are two variables in this research namely the vocabulary mastery and the exposure to English songs. The results of the two variables' measurement are not the result of treatment given by the researcher. So, the research is characterized as an ex-post facto study.

B. Variables of the Study

This study employed one dependent variable and one independent variable. The dependent variable was the vocabulary mastery and the independent variable was exposure to English songs. It is assumed that the two variables were related to each other.

Figure 1: **Relationship between Exposure to English Songs and the Vocabulary Mastery**



Where: X = exposure to English songs

 Y = the vocabulary mastery

 ——— = correlates with

As can be seen from Figure 1, the nature of exposure to English songs will influence students' vocabulary mastery. If a student has a high exposure to English songs, he or she will has high vocabulary mastery, and vice versa.

C. Population and Sample

a. Population

The population in this research were eleventh grade students of SMA Negeri 1 Sedayu, Yogyakarta. The distribution of the population can be seen in Table 1 below.

Table 2: The eleventh grade students of SMA Negeri 1 Sedayu by class and students

No.	Class	Number
1.	XI IPA 1	35
2.	XI IPA 2	31
3.	XI IPA 3	35
4.	XI IPS 1	27
5.	XI IPS 2	32
6.	XI IPS 3	32
7.	XI IPS 4	32
8.	XI IPS 5	27
9.	XI IPS 6	29
10.	XI IPS7	28
Total		308

b. Sample

The researcher used Krejcie and Morgan's table to decide the number of sample. The number of population is 308 so the sample that can be taken is 169. Then, the researcher took 30 students from the sample to do the try out. The aim of the try out is to measure the validity and reliability of the instrument before the test and questionnaire were used as the research instruments. The test and questionnaire that have been measured its validity and reliability was given to the sample.

D. Data Collection Technique

1. Research Instruments

The instruments of the study were two self-developed instruments. The first one was used to collect the data of exposure to English songs and the second one was used to collect data of students' vocabulary mastery.

a. Instrument for Exposure to English Songs

In this study, the writer used a questionnaire to collect the data about exposure to English songs. This instrument is a self-developed one, which is based on the indicators derived from the concept of the theories of exposure to English songs as explained in Chapter II.

The questionnaire consisted of 42 multiple choice questions. The scoring technique of those options is 4-3-2-1. Thus, the lowest score of the item is 1 and the highest score is 4. Each item consisted of a statement, which is followed by four options: 4. SS (Sangat Sering) or always, 3. SR (Sering) or often; 2. JR (Jarang) or seldom or rarely; 1. TP (Tidak Pernah) or never. Table 2 presents the blue print containing indicators to be used as the basic for constructing the items for the instrument of exposure to English songs.

Table 3: The blue print of exposure to English songs by aspects, indicators, number of items, and total

No.	Aspects	Indicators	Number of items	Total
1.	Interest	a. Language preference on Lyrics	4, 6	2
		b. Personal preference	7, 20	2
		c. Favorite singers	22, 26	2
2.	Activities	a. Preparation	25, 37	2
		b. Try to find the lyrics	11, 34	2
		c. Try to read the lyrics or sing	12, 31	2
		d. Attention to the vocabulary	17, 33	2
		e. Attention to the pronunciation	16, 36	2
		f. Try to know the meaning of words/ phrases/ sentences	18, 42	2
3.	Advantages	a. Improve the English language skill	8, 9, 27	3
		b. Add new knowledge of vocabulary	10, 13	2
		c. Get entertainment	23, 40	2
4.	Length	a. Intensity	1, 3	2
		b. Length in hours	2, 21	2
		c. Length in weeks	5, 38	2
5.	Post-Activities	a. Get influenced	14, 28	2
		b. Retell the story inside the English song	15, 32	2
		c. Utter words/phrases/ sentences	19, 41	2
		d. Improve vocabulary	30, 39	2
		e. Activities after exposure to English song	28, 35	2
			TOTAL	42

b. Instrument for the Vocabulary Mastery

The instrument to collect data of the mastery is in the form of a test. The test was used to measure students' vocabulary mastery. The researcher developed a vocabulary test that is adapted from many sources to collect the data on the students' vocabulary mastery. The test was developed by considering the indicators of vocabulary mastery adapted by considering the theory proposed by Nation (2001). Each correct answer from each item was scored 1 and the incorrect answer was scored 0. Thus, the lowest score of all items is 0 and the highest score is 60. The blue print that contains the items to be used as the basis for constructing the instrument for vocabulary mastery can be seen in Table 3.

Table 4: The blue print of vocabulary mastery test by aspects, indicators, number of items, and total items

No.	Factors	Aspects	Indicators	Item Numbers	Total
1.	Form	Written	Being familiar with a word’s written form so that it is recognized when it is met in reading	1, 2, 3, 4, 5, 6, 7	7
		Words parts	a. Recognizing that a word is made up of its parts b. Being able to relate these parts to its meaning	8, 9, 10, 11, 12, 13 14, 15	8
2.	Meaning	Form and meaning	a. Knowing that a word signals a particular meaning b. Knowing what the word means in a particular context	16, 17, 18, 19,20 21, 22, 23	8
		Concept and referents	a. Knowing homonyms b. Knowing homographs c. Knowing homophones	24, 25 28 26,27	5
		Associations	a. Knowing synonyms b. Knowing antonyms	29, 30,31, 32, 33 34, 35,36, 37, 38	10
3.	Use	Grammatical functions	a. Knowing what parts of speech it is b. What grammatical patterns it can fit into	39, 40, 41 42, 43, 44, 45, 46	8
		Collocations	a. Being able to recognize words that are typical collocations b. Knowing what words it typically occurs with	47, 48, 49, 50 51, 52, 53, 54, 55, 56	10
		Constrains on use (register, frequency...)	Being able to recognize that words are suitable and appropriate in the situations	57, 58, 59, 60	4
Total					60

2. Validity and Reliability of Instruments

Before the instruments were used to collect the data, the researcher tried them out first. The try-out was conducted in order to assure that the instruments of the research were valid and reliable before they were administered in the actual research.

a. Validity of the Instruments

Validity refers to the extent to which the results of an evaluation procedure serve the particular uses in which they are intended. Thus, the validity of a test is “the extent to measure what is intended to measure” (Tinambunan, 1988:11).

1) Validity of the Instrument of Exposure to English songs

In this research, the test instruments employed the content and construct validity. It means that the researcher tried to develop the test based on the materials given to eleven grade students of SMA Negeri 1 Sedayu. The construct validity means that the vocabulary test used in the research is based on indicators of the item or based on the theories related to the material of vocabulary.

2) Validity of the Instrument of Vocabulary mastery

The instrument of test is guaranteed by content and item validity. The items of the test are expected to measure the students' vocabulary mastery, since they are built based on the indicators derived from the vocabulary theories. The researcher used Point-Biserial Correlation Coefficient to measure the item validity. The formula is as follow:

$$\gamma_{pbi} = \frac{\bar{X}^P - \bar{X}^q}{SD} \sqrt{pq}$$

In which:

q = the level presentation of students who make false choice

p = the level presentation of students who make right choice

\bar{X}^P = the average of students answering correctly

\bar{X}^q = the average of students answering incorrectly

(Arikunto, 1995: 69)

The researcher conducted a try-out to 30 students of eleventh grade students at SMA Negeri 1 Sedayu on December 6-15, 2009 to find out the validity of the instruments. The data gathered from the try-out were analyzed by using the computer programs of SPS and SPSS.

The result of the try-out of the questionnaire about the exposure to English songs showed that all items were valid and the vocabulary mastery test showed that 15 items were invalid items; they were test numbers 12, 13, 20, 21, 26, 27, 37, 39, 41, 47, 48, 50, 56, 59, and 60. The remaining vocabulary test had 45 valid items and could be used to gather the data.

b. Reliability of Instruments

Reliability means that a test can be stated to have the reliance standard if the test can give stable result about the subjects' condition when it is given repeatedly.

1) Reliability of the instrument of Exposure to English songs

The reliability of the exposure to English songs questionnaire is measured using the *Alpha Cronbach Coefficient* formula.

Having this definition, the researcher tried to find the reliability of the instrument by using *Alpha Cronbach formulation* as stated in Arikunto (2005: 12) as follows:

$$r_{11} = \frac{K}{K - 1} \left[1 - \frac{\sum Si^2}{St^2} \right]$$

In which: K : the number of the items

Si^2 : the number of variance

St^2 : total variance

Meanwhile, to determine the level of the instrument reliability, the norm of categorizing the correlation coefficient is employed. The following table is the norm adopted from Arikunto (1993:68):

Table 5: Table of r-value category

r-value	Category
0.801-1.000	Very good
0.601-0.800	Good
0.401-0.600	Fairly good
0.201-0.400	Poor
0.001-0.200	Very poor

The result of the reliability of this instrument showed that 42 items were valid items, the Alpha coefficient was 0.929. According to the norm previously

stated, it can be concluded that the questionnaire of exposure to English songs was reliable because it had a very good reliability.

2) Reliability of the instrument of Vocabulary Mastery

Identical to the first instrument, the reliability of the vocabulary mastery test was measured by the internal reliability of KR-20 because the numbers of the items were even (60). As stated by Burning and Kintz (1977:211-213), the test must have a high reliability.

Having this definition, the researcher tried to find the reliability of the instrument by using KR-20 formulation Arikunto (2005: 13), as follows:

$$K-R\ 20 \quad : \quad r = \frac{n}{n-1} \left[1 - \frac{\sum pq}{S^2} \right]$$

In which: r = reliability coefficient of the instrument
 n = the number of items in the test
 p = proposition of the right answers
 q = proposition of wrong answers
 S^2 = the variance of the sample

The way to determine the level of instrument reliability used the same way the way on exposure instrument. The following table is the norm adopted from Arikunto (1993:68):

Table 6: **Table of r-value category**

r-value	Category
0.801-1.000	Very good
0.601-0.800	Good
0.401-0.600	Fairly good
0.201-0.400	Poor
0.001-0.200	Very poor

The result of the reliability measurement of this instrument showed that from 60 items only 45 items that were valid and KR-20 coefficient was 0.947. According to the norm previously stated, it can be concluded that the test of vocabulary mastery was reliable because it had a very good reliability.

E. Data Analysis Technique

1. Classification of Students Exposure to English songs and Vocabulary Mastery

The ideal mean and the ideal standard deviation are used to find out the category of exposure to English songs and the vocabulary mastery. Nurgiantoro (1988:365) states that the ideal mean is 60% from the highest score and the ideal standard deviation is 25% from the ideal mean. Then the data can be categorized by the conversion criterion by five scales as follows:

Table 7: **The convention criterion by five scales**

Class Interval	Category
Mean + 1.5 Si and more	Very good
Mean + 0.5 Si up to Mean + 1.5 Si	Good
Mean – 0.5 Si up to Mean + 0.5 Si	Fairly good
Mean – 1.5 Si up to Mean – 0.5 Si	Poor
Mean – 1.5 and less	Very poor

2. Descriptive Analysis

The descriptive analysis is aimed at measuring the central tendency and variability of the data. It is used to describe the level of the students' exposure to English songs and the vocabulary mastery. The levels of the students' exposure to English songs and the vocabulary mastery could be in *very high, high, fairly high,*

poor, and *very poor* category. The descriptive analysis included the mean and standard deviation of the students' scores.

a. Mean (\bar{X})

The mean is the average of all scores. According to Hadi (2004:

11) the formula is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

In which: \bar{X} = Mean
 N = Sum of the X's
 $\sum X$ = Number of the class

b. Standard Deviation

The standard deviation is measured the average spread or dispersion of the scores. It is calculated by using the following formula as stated in Hadi (2004: 13):

$$S = \frac{\sqrt{\sum \left(X - \bar{X} \right)^2}}{n}$$

In which: $\sum X^2$ = square of the total score
 $\sum \bar{X}^2$ = sum of the square of each score
 n = number of the square

3. Inferential Statistics

The inferential statistics is used to answer the question about the relationship exposure to English songs and the vocabulary mastery. The analysis

is aimed to test the proposed hypothesis. Before the hypothesis testing is done, the pre-requisite test of normality and linearity were conducted.

a. Test of Normality

This test is aimed at seeing whether the distribution of the responses of test met the normal distribution requirement or not. In this case, the *chi-square* formula is used by the researcher. If the result met the normal distribution requirement, it meant that the regression analysis could be used. If it did not meet the requirement of the normal distribution requirement, it meant the regression analysis could not be continued. Statistically, if the value of the *chi-square* (χ^2_o) was smaller than the value of *chi-square* table (χ^2_t), it meant that the distribution of the data was normal.

The test is used to see whether the distribution of the responses of the questionnaire is normal or not. As stated in Arikunto (2002: 259) the formula is as follows:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

In which: χ^2 = *chi-square* coefficient

O = observed frequency

E = expected frequency

The result of the computation is consulted to the table. If the χ^2 obtained is less than the χ^2 table at the level of significant of 5% (0.05), it can be said that the distribution of the responses of the instrument is normal.

b. Test of Linearity

This test is used to analyze whether the relationship between the exposure to English songs and the vocabulary mastery is linear or not. For the purpose the *F-test* conducted, if the value of \underline{F}_o obtained was smaller than the value of \underline{F}_t table, it meant that the relationship between the two variables was linear. Therefore, the inferential analysis could be conducted,

The Regression Analysis is used to test the relationship between X and Y. The relation is said to be linear if the \underline{F}_o obtained (\underline{F}_o) is lower than the \underline{F}_t table (\underline{F}_t) (Sudjana, 1992: 479). On the contrary, it is not linear if the \underline{F}_o is higher than \underline{F}_t .

c. Test of Hypothesis

There is one hypothesis to be tested in this research concerning to the relationship between exposure to English songs and the vocabulary mastery. *Pearson Product Moment Correlation* formula is used to test hypothesis as stated in Arikunto (1995: 69) as follows:

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

Where: r_{xy} = the correlation coefficient

X = the score of exposure to English song

Y = the score of students vocabulary mastery

N = the number of subjects

By applying this analysis, the contribution of exposure to English songs to students' vocabulary mastery could be observed. The result of the analysis is used to answer the question about the contribution of exposure to English songs to students' the vocabulary mastery.

CHAPTER IV RESEARCH FINDINGS

This research is a co-relational research. It is aimed at knowing whether there is a relationship between exposure to English songs and the vocabulary mastery or not. This chapter presents the findings of the study that are organized into two sections: the data description and the interpretation of the findings.

A. Data Description

The description analysis is used to describe the level of the students' exposure to songs and the vocabulary mastery. It includes the calculation of the mean, the standard deviation, the highest score, and the lowest score. The ideal mean and the ideal standard deviation are used to determine the score classification. The classification in the convention category table is used to classify the students' scores.

1. Descriptive Findings

The descriptive findings cover the description of exposure to songs and the vocabulary mastery.

a. Exposure to English Songs

This data were taken from the students' responses to the 42 questionnaire items of exposure to English songs. From the data calculation using the computation of SPSS, it is found that the mean of the data is 104.47 and the standard deviation is 9.381. The students' highest score is 137 and the lowest score is 72.

Table 8: The frequency distribution of exposure to English songs

No	Interval	Frequency	Percent	Valid percent
1	> 67.20 – 92.40	13	7.7	7.7
2	> 92.40 – 117.60	141	83.4	83.4
3	> 117.60 – 142.80	15	8.9	8.9
Total		169	100.00	100.0

The frequency distribution of the students' exposure to English songs is shown in Figure 2.

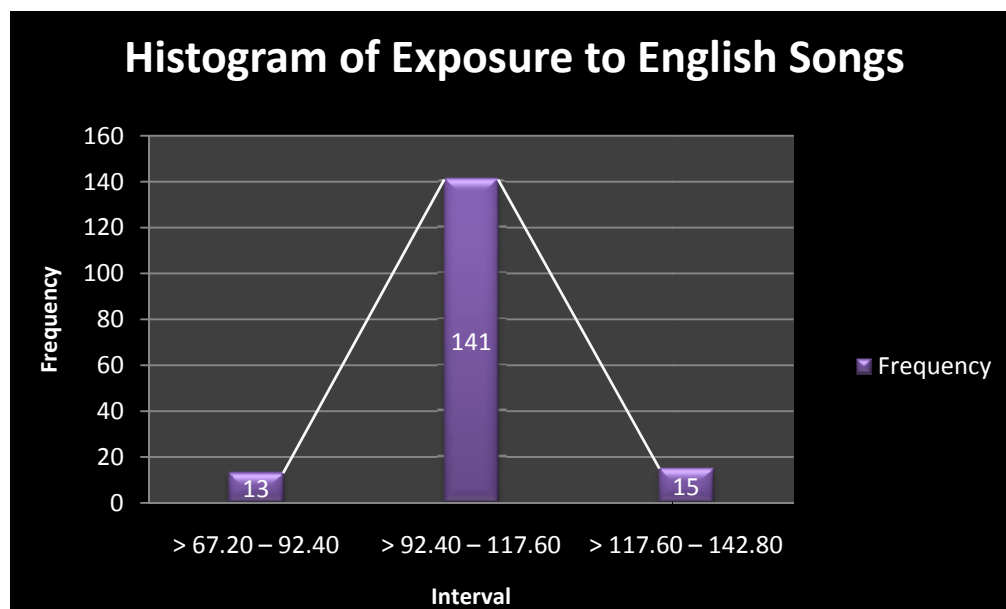


Figure 2: The frequency distribution of exposure to English songs

The researcher used the result of SPSS computation to find the class interval of the score classification. The result is presented in the following table.

Table 9: The score classification of exposure to English songs

No	Interval	Frequency	Percent	Cumulative Percent	Category
1	> 67.20 – 92.40	13	7.7	7.7	Poor
2	> 92.40 – 117.60	141	83.4	91.1	Fairly good
3	> 117.60 – 142.80	15	8.9	100.0	Good
Total		169	100.0		

Based on the table above, it could be seen that 15 students or 8.9% fall in a good category in exposure to English songs, 141 students or 83.4% fall in a fairly good category in exposure to English songs, and 13 students or 7.7% have a poor category in exposure to English songs.

The score classification of the students' exposure to English songs is shown in Figure 3.

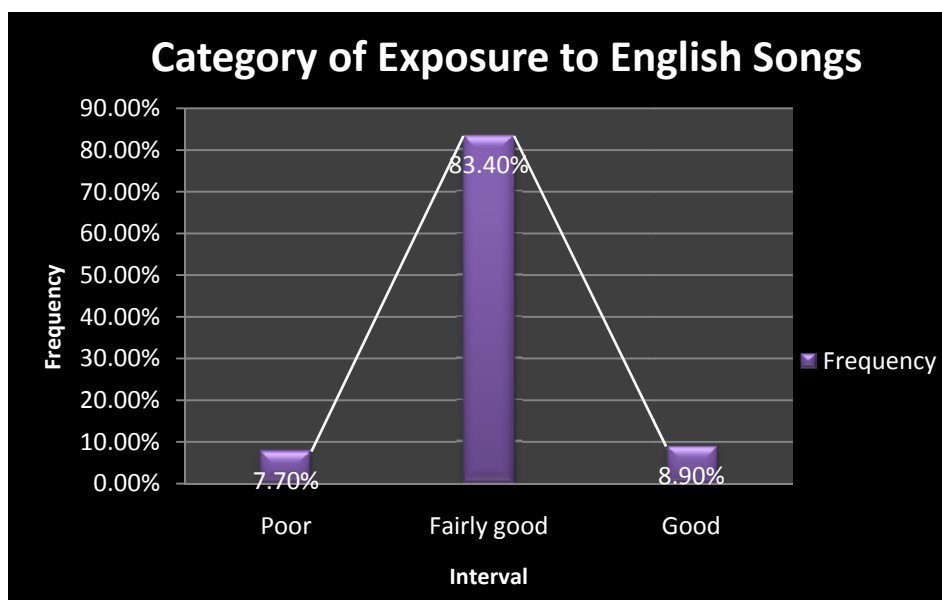


Figure 3: The score classification of exposure to English songs

b. Vocabulary Mastery

The data of vocabulary mastery were taken from the vocabulary knowledge test. Using the computation of SPSS, it is found that the mean is 25.47, the standard deviation is 6.907, the highest score is 40, and the lowest score is 6. By using the computation of SPSS, the research found 5 interval classes. The frequency distribution of the vocabulary mastery is shown in the table below.

Table 10: the frequency distribution of the vocabulary mastery

No	Interval	Frequency	Percent	Valid Percent
1	0 - 9	3	1.8	1.8
2	> 9 - 18	11	6.5	6.5
3	> 18 - 27	64	37.9	37.9
4	> 27 - 36	75	44.4	44.4
5	> 36 - 45	16	9.5	9.5
Total		169	100.0	100.0

The frequency distribution of the vocabulary mastery is shown in Figure 4.

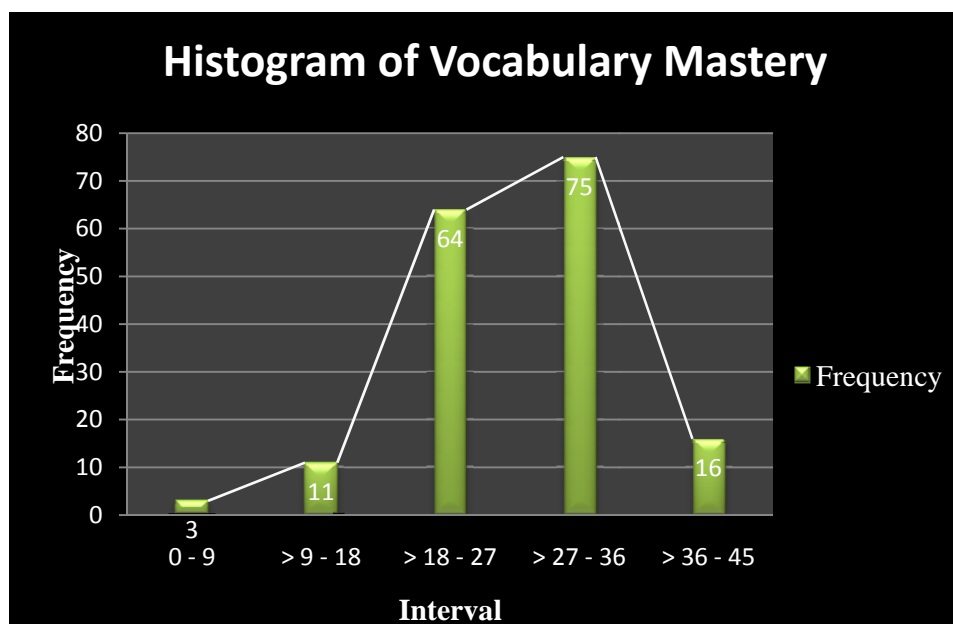


Figure 4: The frequency distribution of the vocabulary mastery

The researcher used the result of SPSS computation to find the class interval of the score classification. The result is presented in the following table. The score classification of the students' vocabulary mastery is shown in Table 10.

Table 11: **The score classification of the vocabulary mastery**

No	Interval	Frequency	Percent	Cumulative Percent	Category
1	0 - 9	3	1.8	1.8	Very Poor
2	> 9 - 18	11	6.5	8.3	Poor
3	> 18 - 27	64	37.9	46.2	Fairly good
4	> 27 - 36	75	44.4	90.5	Good
5	> 36 - 45	16	9.5	100.0	Very good
Total		169	100.0		

From the table above, it could be seen that 16 students or 9.5% have a very good category at vocabulary mastery, 75 students or 44.4% have a good category at vocabulary mastery, and 64 students or 37.9% have a fairly good category at vocabulary mastery. In addition, 11 students or 6.5% have a poor category and 3 students or 1.8% have a very poor category. The score classification of the vocabulary mastery is shown in Figure 5.

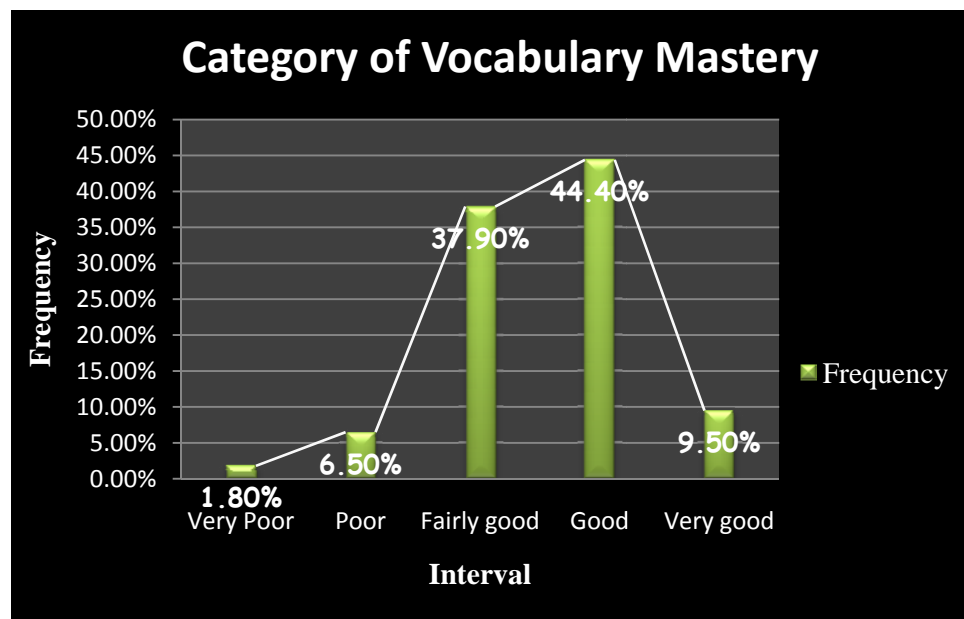


Figure 5: The score classification of the Vocabulary Mastery

2. Pre-analysis Tests

To meet the objectives of the study, a statistical analysis was required for hypothesis testing. There were test of normality and test of linearity before the statistical analysis are carried out.

a. Test of Normality

This test is intended to discover whether the distribution of each variable meet the normal distribution requirement or not. *Chi-square* formula is used for analyzing the normality test. If the value of the χ^2 obtained is smaller than the value of the χ^2 table, $p > 0.05$, it can be concluded that the distribution of the two sets data, exposure to English songs and the vocabulary mastery, are normal.

Based on the analysis, the distribution of the scores is normal. The table below represents the results of *chi-square* analysis.

Table 12: The result of the Normality Test

Variable	χ^2 - observed	df	Significance level	χ^2 - table	p	Interpretation
X	14.381	8	5%	15.507	0.072	Normal
Y	2.699	3	5%	7.815	0.440	

In the table above, it can be seen that the value of the χ^2 obtained from the exposure to English songs is 14.381, while the value of χ^2 table at the significance level of 0.05 is 15.507. The χ^2 obtained is lower than the χ^2 table. And, the value of p , 0.072, is higher than 0.05. Therefore, the distribution of exposure to English songs is normal. Similarly, the value of the χ^2 obtained of vocabulary mastery is 2.699, while the value of the χ^2 table is 7.815. The χ^2 obtained is lower than the χ^2 table. And, the value of p , 0.440, is higher than 0.05. Therefore, the distribution of vocabulary mastery is normal. It can be concluded that the scores distribution of exposure to English songs and the vocabulary mastery are normal.

b. Test of Linearity

This test is aimed at finding out whether the relationship between the variable is linear or not. This research employed F -test formula. In this research, this test is conducted to find out whether the relationship between exposure to English songs (X) and the vocabulary mastery (Y) is linear or not. The relationship between the variables is linear if the value of the F -observed is lower than the value of the F -table and the value of the probability (p) is higher than 0.05. The analysis was done by using SPSS. The result of the calculation is shown in the table below.

Table 13: The result of the Linearity Test

Variable	F- observ ed	df	Significance level	F- table	p	interpretation
X-Y	1.415	41 VS 126	5%	1.486	0.075	Linear

From the table above we can see that the F -observed for the relationship between exposure to English songs (X) and the vocabulary mastery (Y) is 1.415 and df (*the degree of the freedom*) is 41 VS 126. By using the df value of 41 VS 126 at the significance level of 5% and the value of the F -table, 1.486, we can see that the F -table is higher than F -observed, 1.486. It is also found that the value of $p = 0.075$ which is higher than 0.05. The value of the F -observed is lower than the F -table and $p > 0.05$. It can be concluded that the relationship between exposure to exposure to English songs (X) and the vocabulary mastery (Y) is linear.

c. Test of Hypothesis

Since the test of normality and linearity were fulfilled, the hypothesis test by using the *Pearson Product Moment Correlation* is applied. In addition, the computation is done by using the SPS computer program.

1. Product Moment Analysis

As mentioned in the previous chapter, the hypothesis of the research is there is a positive and significant relationship between exposure to English songs and the vocabulary mastery. The hypothesis is proved if the value of the r -observed is higher than the r -table and the value probability (p) is lower than 0.05. The r -observed is 0.275 which is higher than the r -table. The r -table that is used in this calculation is $n=120$ that is 0.117. The researcher takes the $n=120$ is

based on the table calculation parameters if the amount of n is getting greater, the amount of r -table is getting smaller. Even from the table of $n=120$, we can see that the regression analysis is significant. Meanwhile, the value of probability (p) is .000, which is lower than 0.05. It can be concluded that the hypothesis is accepted.

Table 14: The result of the *Person Product Moment Correlation*

r observed	r table	Percent	(p)	Interpretation
0.275	0.117	0.05	0.000	Significant

2. Regression Analysis

The regression analysis is used to determine the contribution of exposure to English songs (X) and the vocabulary mastery (Y). The result of the computation displays that r is 0.275 and r^2 is 0.075. It means that exposure to English songs as the independent variable (X) has a contribution as much as 7.5% to the vocabulary mastery as the dependent variable (Y). Therefore, there is a positive and significant relationship between exposure to English songs and the vocabulary mastery.

B. The Interpretation of the Findings

This section is divided into three sections. The first section is concerned with descriptive interpretation, the second is concerned about inferential interpretation, and the third is concerned about the contribution of the independent variable to the dependent variable.

1. Descriptive Interpretation of the Findings

In the previous section, the results of the data analysis were presented. The following is the interpretation of the data analysis.

a. Exposure to English Songs

The data of students' exposure to English songs are explained in the previous section. The mean score is 104.47 and the standard deviation is 9.381. Based on the table above, it could be seen that 15 students or 8.9% have a *good category* in exposure to English songs, 141 students or 83.4% have a *fairly good category* in exposure to English songs, and 13 students or 7.7% have a *poor category* in exposure to English songs.

b. Vocabulary Mastery

From the previous data, it could be seen that the mean score is 25.47, the standard deviation is 6.907. It could be seen that 16 students or 9.5% have a *very good category* at vocabulary mastery, 75 students or 44.4% have a *good category* at vocabulary mastery, and 64 students or 37.9% have a *fairly good category* at vocabulary mastery. In addition, 11 students or 6.5% have a *poor category* and 3 students or 1.8% have a *very poor category*.

2. Inferential Interpretation of the Hypothesis Testing

The aim of this study is to reveal whether there is a positive and significant relationship between exposure to English songs and the vocabulary mastery or not. The result of the *Product Moment Correlation* shows that the *r*-value of student's exposure to song and the vocabulary mastery is 0.539 and the *p*-value is

.000 which is less than 0.05 (level of significance). Since the r-values are positive and the p-value is lower than 0.01, the hypothesis could be accepted.

It could be interpreted that students who have a high category of exposure to English song tend to have a high category of the vocabulary mastery. The result of this study proved that the vocabulary mastery is believed to be supported by the exposure to English song.

3. The Contribution of the Dependent Variable to the Independent Variable

The value of the coefficient of determination (r^2) is 0.075. It can be inferred that the exposure to English songs gives the contribution as much as 7.5% to the vocabulary mastery. If all factors contributed to the students' vocabulary mastery as much as 100%, the exposure to English songs has the proportion as much as 7.5%. The rest, as much as 92.5%, are contributed by the other factors, which are not explained in this research.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions, implications, and suggestions of the study. The procedure of the study is briefly reviewed before each of those is presented.

The population of this research is eleventh grade students at SMA Negeri 1 Sedayu in the academic year of 2009/2010. The researcher used Krejcie and Morgan's table to decide the number of sample. The number of population is 308, but the researcher only took 300 of them as the number of population so the sample that can be taken is 169. The study is carried out to examine the relationship between two variables. The first one is the exposure to English songs as independent variable. The second one is the students' vocabulary mastery as the dependent variable. The researcher collected the data using the questionnaire and the vocabulary mastery test.

The study is conducted to examine the relationship between the exposure to English songs, students' vocabulary mastery and one hypothesis to be tested. The mean, the standard deviation, and the percentage are used to describe the data. The *F*-test, *chi-square* and *Pearson's Product-Moment Correlation* are used for the hypothesis testing.

A. Conclusions

Based on the research findings in the previous section, the writer draws the following conclusions.

First, the students' exposure to English songs is found to be in a *fairly good category*. The mean score is 104.47 and the standard deviation is 9.381. Based on the table above, it could be seen that 15 students or 8.9% have a *good category* in exposure to English songs, 141 students or 83.4% have a *fairly good category* in exposure to English songs, and 13 students or 7.7% have a *poor category* in exposure to English songs.

Second, the students' vocabulary mastery is found to be in a *good category*. The mean score is 25.47, the standard deviation is 6.907. It could be seen that 16 students or 9.5% have a *very good category* at vocabulary mastery, 75 students or 44.4% have a *good category* at vocabulary mastery, and 64 students or 37.9% have a *fairly good category* at vocabulary mastery. In addition, 11 students or 6.5% have a *poor category* and 3 students or 1.8% have a *very poor category*.

Third, the result of the *product moment correlation* shows that the *r*-value of student's exposure to English song and the vocabulary mastery is 0.275 which is higher than 0.117 (*r-table*). In addition, the *p*-value is .000, which is less than 0.05 (level of significant). Since the *r*-value is positive and the *p*-value is lower than 0.01, the hypothesis could be accepted. There is a positive and significant between exposure to English songs and vocabulary mastery among eleventh grade students at SMA Negeri 1 Sedayu in the Academic Year of 2009/2010.

B. Suggestions

Based on the conclusions that have been mentioned above, some suggestions could be given to the teachers, the students, and the interested researchers.

1. To the English Teachers of High School

Exposure to English songs has been reported to have a positive contribution to the students' vocabulary mastery. Therefore, it is suggested that the English Teachers of High School tell their students that song can be used as means for learners who want to master the vocabulary mastery. The teachers could give the students a task to listen English song. Then, the teachers ask the students about the vocabulary they heard, the pronunciation of the vocabulary, and the meaning of the vocabulary, etc.

2. To the Students of High School

This study shows that exposure to English songs have a positive and significant contribution to the students' vocabulary mastery. To get better vocabulary mastery, the students can take a full benefit of exposure to English songs. Exposure to English songs enables the students to acquire new vocabulary, practice the pronunciation, and remember the meaning of vocabulary. The researcher suggests that the students of High School listen to English songs intensively. Therefore, they will achieve significant improvement in their vocabulary mastery.

3. To the Interested Researchers

The present study has examined a small part of the relationship between

exposure to English songs and students' vocabulary mastery. There are still many things that are opened to investigation by interested researchers. One of them may be related to the procedure of the study. For example, future researchers may use an observation or interview technique to collect the data. The exposure to English songs as used in this study is a free variable. To examine it more specifically, future researchers may conduct a study with certain treatment and control design in order to obtain more exact and specific result

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

A. Questionnaire of exposure to English song

1. Apakah Anda sering memutar atau mendengarkan lagu?

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

2. Kalau Anda hitung, berapa jam rata-rata per hari Anda mendengarkan lagu?

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

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

- | | |
|------------------|------------------|
| c. Sangat sering | c. Kadang-kadang |
| d. Sering | d. Jarang |

4. Saya... menyanyikan lagu-lagu yang liriknya berbahasa Inggris semua.

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

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

10. Dengan mendengarkan lagu-lagu berbahasa Inggris, saya dapat menambah perbendaharaan kosa kata saya.

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

11. 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

12. 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

13. 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. Ragu-ragu
- d. Kurang setuju

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

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

15. 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 | c. Kadang-kadang |
| b. Sering | d. Jarang |

16. 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 | c. Kadang-kadang |
| b. Sering | d. Jarang |

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

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

18. 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 | c. Kadang-kadang |
| b. Sering | d. Jarang |

19. Apakah Anda pernah mengucapkan kosa kata/frase/ kalimat yang Anda dengar dari lagu berbahasa Inggris dalam kehidupan Anda sehari-hari.

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

20. Porsi lagu berbahasa Inggris di televisi dan radio perlu ditambah. Bagaimana pendapat Anda?

- | | |
|------------------|------------------------|
| a. Sangat setuju | c. Tidak setuju |
| b. Setuju | d. Sangat tidak setuju |

21. 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 | c. Setengah jam |
| b. 1 jam | d. Seperempat jam |

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

- | | |
|------------------|--------------|
| a. Sangat setuju | c. Ragu-ragu |
|------------------|--------------|

- c. Setuju
- d. Kurang setuju

23. Lagu-lagu berbahasa Inggris ternyata dapat digunakan untuk mengibur dan menciptakan suasana perasaan tersendiri disamping kegunaannya bagi pembelajaran bahasa Inggris.

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

24. Apa yang paling Anda perhatikan ketika memutar lagu-lagu berbahasa Inggris?

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

25. Apakah Anda menyiapkan sebuah kamus untuk mengetahui arti kata-kata ketika mendengarkan lagu berbahasa Inggris di televisi, radio, MP3 player, dll.

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

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

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

27. Menurut saya dengar mendengarkan lagu-lagu berbahasa Inggris,...dalam hal menambah pengetahuan bahasa Inggris saya.

- | | |
|--------------------|--------------------|
| c. Sangat membantu | c. Agak membantu |
| d. Membantu | d. Kurang membantu |

28. Banyak sedikitnya orang mendengarkan lagu berbahasa Inggris, tidak berpengaruh terhadap kemampuan berbahasa Inggris orang tersebut.

Saya... dengan pendapat tersebut.

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

29. Setelah selesai mendengarkan lagu berbahasa Inggris, saya mengingat kosa kata baru yang saya dapat dalam lirik lagu yang saya dengar tadi.

- | | |
|------------------|------------------|
| c. Sangat sering | c. Kadang-kadang |
| d. Sering | d. Jarang |

30. “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. Ragu-ragu
- d. Kurang setuju

31. Dengan menyanyikan lagu berbahasa Inggris sambil membaca liriknya akan membantu saya dalam mengucapkan kosa kata dengan benar.

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

32. Saya sering menerapkan dan menceritakan kembali lagu yang saya dengar dalam bentuk tulisan.

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

33. 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

34. Mencari lirik akan membantu saya saat menyanyikan lagu lagu bahasa Inggris.

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

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

- | | |
|------------------|------------------------|
| a. Sangat setuju | c. Tidak setuju |
| b. Setuju | d. Sangat tidak setuju |

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

- | | |
|------------------|------------------------|
| a. Sangat setuju | c. Tidak setuju |
| b. Setuju | d. Sangat tidak setuju |

37. Apakah Anda menyiapkan lirik lagu sebelum menyanyikan lagu dalam bahasa Inggris.

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

38. Kalau dihitung dalam satu minggu, berapa jam dalam seminggu Anda mendengarkan lagu-lagu berbahasa Inggris.

- | | |
|----------|----------------------|
| a. 7 jam | c. 3 jam |
| b. 5 jam | d. Kurang dari 3 jam |

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

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

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

41. Saya ... menerapkan kosa kata/frase/kalimat yang saya dengar dari lagu berbahasa Inggris dalam bentuk tulisan.

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

42. Ketika saya menemukan kata/frasa/kalimat dalam lagu berbahsa Inggris, saya ... berusaha mencari tahu maknanya dengan menanyakannya ke teman saya.

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

☆ *Terimakasih Atas Kesediaannya Menjawab Angket ini*



VOCABULARY TEST

Questions : 60

Time : 45 minutes

Choose the correct answer A, B, C, or D, by crossing (X) the letter in the answer sheet.

Directions for no. 1-7:

Choose the one word below which has **correct spelling**

1. 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 |

2. 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 |

3. The train should arrive in ... twenty minutes.

- | | |
|--------------------------------|------------------------------|
| a. a-p-p-r-o-x-i-m-a-t-e-l-l-y | c. a-p-r-o-x-i-m-a-t-e-l-y |
| b. a-p-p-r-o-x-i-m-a-t-l-y | d. a-p-p-r-o-x-i-m-a-t-e-l-y |

4. I should ... up to buy tickets for a film.

- | | |
|------------|--------------|
| a. q-u-e | c. q-e-e-u |
| b. q-u-e-u | d. q-u-e-u-e |

5. 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 |

6. 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 |

7. 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 |

Directions for no. 8-15:

Choose the one word which is formed from **the same root** as the underlined word.

8. They annoy all the people they meet. Their ... surprises everybody.

a. annoyance	c. annoyed
b. annoys	d. annoying

9. There are many spaces in their house. Their house is a ... house.

a. spaced	c. spacing
b. spacious	d. spacebar

10. He warned to be a wealthy person. He works hard to get much ...

a. wealth	c. wealthily
b. wealthy	d. wealthier

11. Blood was coming from his nose. His nose was ... seriously.

a. blood	c. bleed
b. blooding	d. bleeding

12. Our towns is not modern. We should ... it now.

a. modern	c. modernize
b. modernism	d. modernization

13. Adie M.SS is a great ... He will conduct an orchestra in Gedung Kesenian Jakarta next week.

a. conductor	c. conductor
b. conductist	d. conduction

14. 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

15. She is a professional... She can type very fast, about 200 characters in a minute.

- a. typer
- b. typist
- c. typor
- d. typian

Directions for no. 16-23:

Choose the most suitable **compound noun/adjective**.

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

- a. Traffic jam
- b. Traffic lights
- c. building
- d. traffic

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

- a. dining room
- b. waiting room
- c. bedroom
- d. restroom

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

- a. glasses
- b. sunglasses
- c. glass
- d. a pair of glasses

19. In some countries, you have to have a ... box in your car for minor injuries and illness.

- a. safety
- b. healthy
- c. care
- d. first-aid

20. She had a full-time job in a bank, but after the baby was born, she changed to a ... job and just worked in the mornings.

- a. free time
- b. leisure time
- c. part-time
- d. spare time

21. Most of the population are ..., but about 10% are left-handed.

- a. right-handed
- b. right-hand
- c. two-handed
- d. normal

22. On trains and planes, you can buy a ... ticket if you are happy to pay a lot more.

- | | |
|----------|----------------|
| a. free | c. first-class |
| b. cheap | d. low |

23. We stayed in five-... hotel.

- | | |
|----------|-----------|
| a. grade | c. class |
| b. level | d. stared |

24. The word *fair* in one of these sentences has a meaning as *quite large*:

- a. This isn't *fair* on anyone, but it does happen.
- b. We have a *fair* size garden and we may as well make use of it.
- c. She was only a *fair* cook.
- d. This is the *fair* city of ours.

25. The word *hold/held* in one of these sentences has a meaning as arrange:

- a. I *held* the picture up to the light.
- b. I was *held* overnight in a cell.
- c. Mrs. Smith is *holding* a party next week.
- d. The theatre itself can *hold* only a limited number of people.

26. These pairs of words sound the same but have different spellings and meanings (homophones) EXCEPT...

- | | |
|-----------------------------------|--|
| a. <i>horse</i> and <i>hoarse</i> | c. <i>meal</i> and <i>mile</i> |
| b. <i>bear</i> and <i>beard</i> | d. <i>discrete</i> and <i>discreet</i> |

27. This pair of words sounds the same but different spellings and meanings (homophones):

- | | |
|-----------------------------------|--------------------------------|
| a. <i>flower</i> and <i>flour</i> | c. <i>now</i> and <i>know</i> |
| b. <i>bear</i> and <i>beard</i> | d. <i>bean</i> and <i>bent</i> |

28. These pairs of phrases/clauses have words that are pronounced differently, but spelt the same (homographs), EXCEPT...

- a. a *windy* day and a long and *windy* road
- b. a *live* concert and where do you *live*?
- c. a *lead* pipe and a *lead* singer
- d. a long *fair* hair and Sekaten *Fair*

Directions for no. 29-33

Choose the word/phrase below which is **closest in meaning (synonym)** to the underlined word.

29. Most competitors are not open to both professionals and nonprofessional.

- a. aliens
- b. juniors
- c. amateurs
- d. tutors

30. Honeybees live in a complicated society often fifty thousand members.

- a. concealed
- b. complex
- c. cooperative
- d. congested

31. Electrical energy may be divided into two components specified as positive and negative.

- a. confused
- b. designated
- c. accumulated
- d. separated

32. Unless the population growth stabilizes, environmentalists predict a worldwide starvation by the year 2000 A.D.

- a. famine
- b. flood
- c. rebellion
- d. disease

33. In some states, drivers are fined \$ 100for careless driving.

- a. routine
- b. aggressive
- c. adept
- d. reckless'

Directions for no. 34-38:

Choose the word below which has **the opposite meaning (antonym)** to the underlines word on the top.

34. Tina practices often, but Sid practices only...

- a. frequently
- b. rarely
- c. repeatedly
- d. regularly

35. I met some famous and some ... musicians at camp.

- a. stranger
- b. legendary
- c. well-known
- d. unknown

36. He plays flute confidently rather than...

- a. nervously
- b. poorly
- c. beautifully
- d. bravely

37. A fiery sun slowly warms the ... mountain air.

- a. hot
- b. chilly
- c. sultry
- d. warm

38. Hary jogs before music class, while Susan prefers to...

- a. run
- b. exercise
- c. rest
- d. train

39. He refused to give me ... about the hotel.

- a. a information
- b. an information
- c. information
- d. informations

40. The bus leaves Ted and ... at the corner.

- a. she
- b. her
- c. hers
- d. his

41. He enjoys ... by plane.

- a. travel
- b. to travel
- c. travelled
- d. travelling

42. One bus leaves at two, another at six, and ... at ten.

- a. another c. others
- b. other d. the other
43. They have been in the U.S. ... six months.
- a. for c. by
- b. since d. from
44. I could not see what is happening on the stage because somebody stood... me.
- a. over c. across
- b. in front of d. into
45. She is not in agreement, and I am not ...
- a. either c. too
- b. neither d. also
46. ... cheating will be tolerated.
- a. Do c. None
- b. Not d. No
47. He ... everyone the same joke, and nobody laughed.
- a. spoke c. told
- b. said d. stated
48. Michael is the owner, but his brother John... the company, and he has about 50 employees working for him.
- a. operates c. handless
- b. rules d. runs
49. If this... rain continues, I think he's highly unlikely to come.
- a. strong c. heavy
- b. hard d. light
50. I don't drink... coffee at night because it keeps me awake.

- a. dark
- b. hot
- c. strong
- d. deep

51. I really... my family when I stayed in Australia on my own last year.

- a. hoped
- b. missed
- c. cared
- d. wished for

52. I ... the bus, so I came late.

- a. let
- b. passed
- c. lost
- d. missed

53. She...a mistake.

- a. made
- b. did
- c. created
- d. produced

54. A lot of patient in the hospital are ... smokers.

- a. serious
- b. big
- c. heavy
- d. light

55. My grandma has a ...illness.

- a. serious
- b. big
- c. strong
- d. heavy

56. It was ... work organizing the conference, but I think it was a great success.

- a. hard
- b. strong
- c. serious
- d. tough

57. "Shake well before using." This utterance is commonly found in...

- a. radio manuals
- b. ads
- c. cooking recipes
- d. medicine instructions

58. *Disk drive*, *keyboard*, and *mouse* are terms in...

- a. fauna
- c. television

- b. computer set
- d. broadcasting

59. Here are some terms related to *space exploration*, EXCEPT:

- a. *earth, atmosphere, mission*
- b. *rocket, launch, planet*
- c. *satellite, flood, erupt*
- d. *moon, aircraft, astronaut*

60. Here are some terms related to *jobs*:

- a. *employee, wage, striking*
- b. *student, part-time, lunch*
- c. *salary, business, prescription*
- d. *sculpture, employer, interview*

ANSWER KEY OF VOCABULARY TEST

1. A.	21. A	41. C
2. C	22. C	42. D
3. D	23. D	43. A
4. D	24. B	44. B
5. B	25. C	45. A
6. C	26. C	46. D
7. A	27. A	47. C
8. A	28. D	48. D
9. B	29. C	49. C
10. A	30. B	50. C
11. D	31. B	51. B
12. C	32. A	52. D
13. C	33. D	53. A
14. D	34. B	54. C
15. B	35. D	55. A
16. A	36. A	56. A
17. B	37. B	57. D
18. B	38. C	58. B
19. D	39. C	59. C
20. C	40. B	60. A

THE ANSWER SHEET OF
EXPOSURE TO ENGLISH SONG

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

24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D
41. A B C D
42. A B C D

THE ANSWER SHEET OF
VOCABULARY TEST

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

24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D
36. A B C D
37. A B C D
38. A B C D
39. A B C D
40. A B C D
41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D
46. A B C D
47. A B C D
48. A B C D

49. A B C D

50. A B C D

51. A B C D

52. A B C D

53. A B C D

54. A B C D

55. A B C D

56. A B C D

57. A B C D

58. A B C D

59. A B C D

60. A B C D

Name :*Phone number**(if any)* :*Class* :

