## CHAPTER IV

## FINDINGS AND DISCUSSION

## A. Findings

1. The Students' Interest in English songs at State Islamic Senior High School (MAN) Pelaihari

Based on the finding, the researcher found many students at the twelfth grade of State Islamic Senior High School (MAN) Pelaihari were interested in English songs because many students agree at item number one of questionnaire. Therefore, the finding showed interest in English songs can influence students' listening skill or cannot influence it because the researcher found neutral result on questionnaire.

## TABEL 4.1 Questionnaire Distribution

| No | Date of Meeting | Time | Class |
| :---: | :---: | :---: | :---: |
| 1 | Monday, 21 $1^{\text {st }}$ of February 2016 | $08.00-13.10$ | 4 Classes of XII |

The writer took 15 items to the students to get information how much is students' interest of songs. The writer found interest in English songs by the questionnaire with pecentage they are :

TABEL 4.2 Percentage of Questionnaire Answer

| Respondent | Percentage (\%) |
| :---: | :---: |
| 1 | $\mathbf{3 7 . 5}$ |


| 2 | 31.25 |
| :---: | :---: |
| 3 | 45.31 |
| 4 | 45.31 |
| 5 | 35.94 |
| 6 | 43.75 |
| 7 | 43.75 |
| 8 | 51.56 |
| 9 | 34.37 |
| 10 | 39.6 |
| 11 | 37.5 |
| 12 | 45.31 |
| 13 | 37.5 |
| 14 | 42.19 |
| 15 | 40.62 |
| 16 | 46.86 |
| 17 | 42.19 |
| 18 | 40.62 |
| 19 | 39.6 |
| 20 | 56.25 |
| 21 | 31.25 |
| 22 | 46.87 |
| 23 | 39.6 |
| 24 | 37.5 |


| 25 | 39.6 |
| :---: | :---: |
| 26 | 45.31 |
| 27 | 51.56 |
| 28 | 40.62 |
| 29 | 37.5 |
| 30 | 42.19 |
| 31 | 37.5 |
| 32 | 39.6 |
| 33 | 31.25 |
| 34 | 42.19 |
| 35 | 35.94 |
| 36 | 39.6 |
| 37 | 56.25 |
| 38 | 43.73 |
| 39 | 37.6 |
| 40 | 48.43 |
| 41 | 31.25 |
| 42 | 39.6 |
| 43 | 37.5 |
| 44 | 42.19 |
| 45 | 31.25 |
| 46 | 43.75 |
| 47 | 43.75 |


| 48 | $\mathbf{3 7 . 5}$ |
| :--- | :--- |
| 49 | $\mathbf{3 9 . 6}$ |
| 50 | $\mathbf{5 1 . 5 6}$ |
| 51 | $\mathbf{3 1 . 2 5}$ |
| 52 | $\mathbf{4 2 . 1 9}$ |
| 53 | $\mathbf{3 7 . 5}$ |
| 54 | $\mathbf{5 6 . 2 5}$ |
| 55 | $\mathbf{5 6 . 2 5}$ |
| 56 | $\mathbf{3 1 . 2 5}$ |
| 57 | $\mathbf{3 1 . 2 5}$ |
| 58 | $\mathbf{5 6 . 2 5}$ |
| 59 | $\mathbf{4 2 . 1 9}$ |
| 60 | $\mathbf{3 7 . 5}$ |

For measure the questionnaire the researcher uses categories. They are :
TABEL 4.3 Categories to measure questionnaire

| Statement | Agree | Neutral | Disagree |
| :---: | :---: | :---: | :---: |
| Positive | 1 | 2 | 3 |
| Negative | 3 | 2 | 1 |

The answers to the questionnaire can be seen in table 4.4 :

TABEL 4.4 The answer questionnaire

| No | Statement | Frequency |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Agree | Neutral | Disagree |
| 1 | Saya senang mendengarkan lagu bahasa Inggris | 32 | 29 | - |
| 2 | Lagu bahasa inggris adalah lagu yang membosankan | - | 35 | 26 |
| 3 | Saya mencatat semua lagu bahasa Inggris yang saya sukai | 6 | 35 | 20 |
| 4 | Saya menandai kosa kata dalam lagu bahasa Inggris yang saya tidak mengert | 7 | 30 | 24 |
| 5 | Saya selalu berusaha mencari arti kata dari lirik lagu bahasa inggris yang tidak saya ketahui | 8 | 45 | 8 |
| 6 | Saya senang ketika guru bahasa inggris saya memberikan latihan dengan menggunakan lagu bahasa inggris (contoh: mengisi bagian kosong didalam lagu) | 8 | 42 | 11 |
| 7 | Jika saya tidak menemukan arti kata - kata dalam lagu bahasa inggris | 11 | 34 | 16 |


|  | yang saya dengar maka saya akan <br> bertanya kepada guru saya |  |  |  |
| :---: | :--- | :---: | :---: | :---: |
| 8 | Saya suka mendiskusikan lagu - lagu <br> bahasa Inggris dengan teman saya | 23 | 22 | 16 |
| 9 | Saya suka mencari soal - soal yang <br> berhubungan dengan lagu bahasa <br> inggris di buku - buku bahasa inggris <br> di perpustakaan | 14 | 36 | 11 |
| 10 | Saya suka browsing lagu - lagu <br> bahasa inggris terbaru | 10 | 46 | 5 |
| 11 | Saya belum puas hanya mengerjakan <br> satu jenis latihan soal saja | 13 | 30 | 18 |
| 12 | Saya selalu merasa penasaran jika <br> latihan soal tidak berhasil saya <br> selesaikan | 31 | 21 | 9 |
| 13 | Ketika guru mengajarkan tentang <br> pernagaran bahasa Inggris, saya tidak <br> pernahasa Inggris pada mata | - | 13 | 49 |
|  |  | 162 | 418 | 213 |
|  |  |  |  |  |

The result of the questionnaire is many students choosen neutral than disagree and agree. Because of that the researcher made conclusion those 61 student more chosen neutral than disagree and agree that the students interest used the songs in listening teaching and learning and questions for the questionnaire has totally 13 questions. Actually in number $=61$ students $\times 13$ questions $=793$. That conclusion are :

Agree : $P=\frac{162}{793} \times 100 \%$
$=20.42$ \%
Neutral : $P=\frac{418}{793} \times 100 \%$
$=52.71 \%$
Disagree : $P=\frac{213}{793} \times 100 \%$
$=26.86 \%$

Table 4.5 The Result of Questionnaire

| No |  | Category | Frequency |
| :---: | :--- | :---: | :---: |
| 1 | Agree | Percentage |  |
| 2 | Neutral |  | 12 |
| 3 | Disagree |  | 30 |
|  |  | 18 | $50 \%$ |

It means the students have neutral interest in songs, and after that the writer can conclude that students' interest in using song for listening is neutral. Many students agree to learn English by songs than study English listening only.

## 2. The Students' Listening Skill at State Islamic Senior High School

 (MAN) PelaihariBased on the test given by the researcher for the students of State Islamic Senior High School (MAN) Pelaihari, the researcher made categories to measure students' listening skill. The categories are :

## TABLE 4.6 Categories of Test Score

| No | Score | Category |
| :---: | :---: | :---: |
| 1 | $0-49$ | Low |
| 2 | $50-79$ | Medium |
| 3 | $80-100$ | Excellent |

The result of the test did the students given the writer is low category because the student still many can not answers the listening questions. It means between corelation of listening skill for answer quetions and listening English more interest listening English songs for they study. The result of the test is calculated by the writer.

TABEL 4.7 Test Schedule

|  | Date of Meeting | Time | Class |
| :---: | :---: | :---: | :---: |
| 1 | Monday, 21 ${ }^{\text {th }}$ of February 2016 | $08.00-13.10$ | 4 Classes of XII |

The writer took 15 questions of listening to know information how students' listening skill. From the 15 questions, the students' listening skill will be
known, and after that the writer will different how are significant between students' interest song of listening than listening skill by the test they have done.

The result of the test, the writer uses a score have given to students after the students answer the listening questions. The writer uses a formula :
a. Formula of finding individual score
$\mathrm{S}=\frac{R}{N} \times 100$
S = Score
$R=$ Right answer
$\mathrm{N}=$ Number of questions/item
The writer have gotten students' scores with formula above. The score are:
TABEL 4.8 Test Result

| Respondent | Result <br> $\left(\frac{\mathrm{R}}{N} \times 100\right)$ |
| :---: | :---: |
| 1 | $\mathbf{7 3 . 3}$ |
| 2 | $\mathbf{6 6 . 6}$ |
| 4 | $\mathbf{5 3 . 3}$ |
| 5 | $\mathbf{5 3 . 3}$ |
| 6 | $\mathbf{5 3 . 3}$ |
| 7 | $\mathbf{6 0}$ |
| 8 | $\mathbf{6 0}$ |
| $\mathbf{7 3 . 3}$ |  |


| 9 | 66.6 |
| :---: | :---: |
| 10 | 66.6 |
| 11 | 60 |
| 12 | 46.6 |
| 13 | 53.3 |
| 14 | 66.6 |
| 15 | 73.3 |
| 16 | 66.6 |
| 17 | 46.6 |
| 18 | 66.6 |
| 19 | 86.6 |
| 20 | 73.3 |
| 21 | 60 |
| 22 | 80 |
| 23 | 46.6 |
| 24 | 66.6 |
| 25 | 53.3 |
| 26 | 80 |
| 27 | 86.6 |
| 28 | 73.3 |
| 29 | 53.3 |
| 30 | 53.3 |
| 31 | 53.3 |


| 32 | 53.3 |
| :---: | :---: |
| 33 | 80 |
| 34 | 80 |
| 35 | 66.6 |
| 36 | 86.6 |
| 37 | 73.3 |
| 38 | 46.6 |
| 39 | 60 |
| 40 | 60 |
| 41 | 46.6 |
| 42 | 73.3 |
| 43 | 53.3 |
| 44 | 66.6 |
| 45 | 53.3 |
| 46 | 66.6 |
| 47 | 53.3 |
| 48 | 60 |
| 49 | 60 |
| 50 | 73.3 |
| 51 | 73.3 |
| 52 | 66.6 |
| 53 | 46.6 |
| 54 | 86.6 |


| 55 | $\mathbf{8 6 . 6}$ |
| :---: | :---: |
| 56 | $\mathbf{6 0}$ |
| 57 | $\mathbf{6 6 . 6}$ |
| 58 | $\mathbf{7 3 . 3}$ |
| 59 | $\mathbf{5 3 . 3}$ |
| 60 | $\mathbf{6 0}$ |
| 61 | $\mathbf{4 6 . 6}$ |

The writer also into the score use range score to know students' mean score and the writer uses the following formula :
b. Finding range

Range is found by formula below:
$\square$

$$
\mathrm{R}=\text { Range }
$$

$$
\text { Xt }=\text { Highest score }
$$

$$
\mathrm{Xr}=\text { Lowest score }
$$

$$
=86,6-46,6+1=41
$$

After that the writer has known the highest and the lowest score by the students actually the highest score is 86,6 and the lowest score is 46,6 . And the writer got range score from the students' score after the students' answer listening test questions that score is 41 .
3. The correlation between interest in English songs and students' listening skill

TABEL 4.9 Test Result and Tabulating Result

| Respondent | Test Result <br> (Scoring Formula) | Interest <br> (Tabulating Formula) |
| :---: | :---: | :---: |
| 1 | 73.3 | 37.5 |
| 2 | 66.6 | 31.25 |
| 3 | 53.3 | 45.31 |
| 4 | 53.3 | 45.31 |
| 5 | 53.3 | 35.94 |
| 6 | 60 | 43.75 |
| 7 | 60 | 43.75 |
| 8 | 73.3 | 51.56 |
| 9 | 66.6 | 34.37 |
| 10 | 66.6 | 39.6 |
| 11 | 60 | 37.5 |
| 12 | 46.6 | 45.31 |
| 13 | 53.3 | 37.5 |
| 14 | 66.6 | 42.19 |
| 15 | 73.3 | 40.62 |
| 16 | 66.6 | 46.87 |
| 17 | 46.6 | 42.19 |


| 18 | 66.6 | 31.25 |
| :---: | :---: | :---: |
| 19 | 86.6 | 39.6 |
| 20 | 73.3 | 56.25 |
| 21 | 60 | 31.25 |
| 22 | 80 | 46.87 |
| 23 | 46.6 | 39.6 |
| 24 | 66.6 | 37.5 |
| 25 | 53.3 | 39.6 |
| 26 | 80 | 45.31 |
| 27 | 86.6 | 51.56 |
| 28 | 73.3 | 40.62 |
| 29 | 53.3 | 37.5 |
| 30 | 53.3 | 42.19 |
| 31 | 53.3 | 37.5 |
| 32 | 53.3 | 39.6 |
| 33 | 80 | 31.25 |
| 34 | 80 | 42.19 |
| 35 | 66.6 | 35.94 |
| 36 | 86.6 | 39.6 |
| 37 | 73.3 | 56.25 |
| 38 | 46.6 | 43.73 |
| 39 | 60 | 37.5 |


| 40 | 60 | 48.43 |
| :---: | :---: | :---: |
| 41 | 46.6 | 31.25 |
| 42 | 73.3 | 39.6 |
| 43 | 53.3 | 37.5 |
| 44 | 66.6 | 42.19 |
| 45 | 53.3 | 31.25 |
| 46 | 66.6 | 43.75 |
| 47 | 53.3 | 43.75 |
| 48 | 60 | 37.5 |
| 49 | 60 | 39.5 |
| 50 | 73.3 | 51.56 |
| 51 | 73.3 | 31.25 |
| 52 | 66.6 | 42.19 |
| 53 | 46.6 | 37.5 |
| 54 | 86.6 | 56.25 |
| 55 | 86.6 | 56.25 |
| 56 | 60 | 31.25 |
| 57 | 66.6 | 31.25 |
| 58 | 73.3 | 56.25 |
| 59 | 53.3 | 42.19 |
| 60 | 60 | 37.5 |
| 61 | 46.6 | 31.25 |

Table 4.9 Finding to Correlation

| No | X | Y | $\mathbf{X}^{2}$ | $\mathbf{Y}^{\mathbf{2}}$ | XY |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 73,3 | 37,5 | 5372,89 | 1406,25 | 2748,75 |
| 2 | 66,6 | 31,25 | 4435,56 | 976,56 | 2081,25 |
| 3 | 53,3 | 45,31 | 2840,89 | 2052,99 | 2415,02 |
| 4 | 53,3 | 45,31 | 2840,89 | 2052,99 | 2415,02 |
| 5 | 53,3 | 35,94 | 2840,89 | 1291,68 | 1915,6 |
| 6 | 60 | 43,75 | 3600 | 1914,06 | 2625 |
| 7 | 60 | 43,75 | 3600 | 1914,06 | 2625 |
| 8 | 73,3 | 51,56 | 5372,89 | 2658,43 | 3779,35 |
| 9 | 66,6 | 34,37 | 4435,56 | 1181,29 | 2289,04 |
| 10 | 66,6 | 39,6 | 4435,56 | 1568,16 | 2637,36 |
| 11 | 60 | 37,5 | 3600 | 1406,25 | 2250 |
| 12 | 46,6 | 45,31 | 2171,56 | 2052,99 | 2111,446 |
| 13 | 53,3 | 37,5 | 2840,89 | 1406,25 | 1998,75 |
| 14 | 66,6 | 42,19 | 4435,56 | 1779,99 | 2809,854 |
| 15 | 73,3 | 40,62 | 5372,89 | 1649,98 | 2977,446 |
| 16 | 66,6 | 46,87 | 4435,56 | 2196,79 | 3121,542 |
| 17 | 46,6 | 42,19 | 2171,56 | 1779,99 | 1966,054 |
| 18 | 66,6 | 31,25 | 4435,56 | 976,56 | 2081,25 |
| 19 | 86,6 | 39,6 | 7499,56 | 1568,16 | 3429,36 |
| 20 | 73,3 | 56,25 | 5372,89 | 3164,06 | 4123,125 |


| 21 | 60 | 31,25 | 3600 | 976,56 | 1875 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 22 | 80 | 46,87 | 6400 | 2196,79 | 3749,6 |
| 23 | 46,6 | 39,6 | 2171,56 | 1568,16 | 1845,36 |
| 24 | 66,6 | 37,5 | 4435,56 | 1406,25 | 2497,5 |
| 25 | 53,3 | 39,6 | 2840,89 | 1568,16 | 2110,68 |
| 26 | 80 | 45,31 | 6400 | 2052,99 | 3624,8 |
| 27 | 86,6 | 51,56 | 7499,56 | 2658,43 | 4465,096 |
| 28 | 73,3 | 40,62 | 5372,89 | 1649,98 | 2977,446 |
| 29 | 53,3 | 37,5 | 2840,89 | 1406,25 | 1998,75 |
| 30 | 53,3 | 42,19 | 2840,89 | 1779,99 | 2248,727 |
| 31 | 53,3 | 37,5 | 2840,89 | 1406,25 | 1998,75 |
| 32 | 53,3 | 39,6 | 2840,89 | 1568,16 | 2110,68 |
| 33 | 80 | 31,25 | 6400 | 976,56 | 2393,604 |
| 34 | 80 | 42,19 | 6400 | 1779,99 | 3375,2 |
| 35 | 66,6 | 35,94 | 4435,56 | 1291,68 | 2393,604 |
| 36 | 86,6 | 39,6 | 7499,56 | 1568,16 | 3429,36 |
| 37 | 73,3 | 56,25 | 5372,89 | 3164,06 | 4123,125 |
| 38 | 46,6 | 43,75 | 2171,56 | 1914,06 | 2038,75 |
| 39 | 60 | 37,5 | 3600 | 1406,25 | 2250 |
| 40 | 60 | 48,43 | 3600 | 2345,46 | 2905,8 |
| 41 | 46,6 | 31,25 | 2171,56 | 976,56 | 1456,25 |
| 42 | 73,3 | 39,6 | 5372,89 | 1568,16 | 2902,68 |


| 43 | 53,3 | 37,5 | 2840,89 | 1406,25 | 1998,75 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 44 | 66,6 | 42,19 | 4435,56 | 1779,99 | 2809,854 |
| 45 | 53,3 | 31,25 | 2840,89 | 976,56 | 1665,625 |
| 46 | 66,6 | 43,75 | 4435,56 | 1914,06 | 2913,75 |
| 47 | 53,3 | 43,75 | 2840,89 | 1914,06 | 2331,875 |
| 48 | 60 | 37,5 | 3600 | 1406,25 | 2250 |
| 49 | 60 | 39,5 | 3600 | 1560,25 | 2370 |
| 50 | 73,3 | 51,56 | 5372,89 | 2658,43 | 3779,348 |
| 51 | 73,3 | 31,25 | 5372,89 | 976,56 | 2290,625 |
| 52 | 66,6 | 42,19 | 4435,56 | 1779,99 | 2809,854 |
| 53 | 46,6 | 37,5 | 2171,56 | 1406,25 | 1747,5 |
| 54 | 86,6 | 56,25 | 7499,56 | 3164,06 | 4871,25 |
| 55 | 86,6 | 56,25 | 7499,56 | 3164,06 | 4871,25 |
| 56 | 60 | 31,25 | 3600 | 976,56 | 1875 |
| 57 | 66,6 | 31,25 | 4435,56 | 976,56 | 2081,25 |
| 58 | 73,3 | 56,25 | 5372,89 | 3164,06 | 4123,125 |
| 59 | 53,3 | 42,19 | 2840,89 | 1779,99 | 2248,727 |
| 60 | 60 | 37,5 | 3600 | 1406,25 | 2250 |
| 61 | 46,6 | 31,25 | 2171,56 | 976,56 | 1456,25 |
| Total | 3904.9 | 2502.61 | 258186 | 108271.56 | 161915.02 |

The writer took conclusion that listening skill of the students is in low category and the researcher compares with students' interest listening song and
students' listening skill that the students' more interest song than listening questions. Because the students many choose neutral check list from the questionnaire given by the researcher than result of the test listening questions the students still have low score. It means that students more interest song than listening questions.

The writer also known any significant correlation between students' interest in songs and students' listening skill. From explained above the researcher have concluded that the students more interest in listening song and more understand with listening questions.

This compare from calculate of the student interest in English songs and students's listening skill they are :

From 61 students, 30 students Chosen neutral interest listening English songs and precentage $50 \%$, and more students' precentage disagree than students' precentage agree. It means that students were more interest in listening with songs, while the result of students' answers listening questions is 41 it means low category. So there are correlation between the student interest in English songs and students's listening skill because the students will be understand if the students interest in study listening with English songs.

## B. Discussion

After all the needed data are completed, they are then analyzed by referring to data presentation that have presented before, the data will be explained as follows:

## 1. Description the students' interest in English songs at State Islamic

 Senior High School (MAN) PelaihariTo know the students interest in English songs the writer distributed questionnaire to 61 students. They are divided into four classes, namely Science class with 15 students, Social 1 class with 15 students, Social 2 class with 16 students and Religion class with 15 students.

Based on the result of questionnaire, the students' interest in English songs at State Islamic senior High School (MAN) Pelaihari is neutral because many students have chosen a neutral category and the total precentage is $52 \%$. It is higher than disagree and agree. It means the students of State Islamic senior High School (MAN) Pelaihari have neutral interest in English songs. So, the English teacher must prepare interest materials for students learning in the classroom.

Make the students interest appropriate the definition of Interest can give positive impact or negative impact. Interest can express through statement which show the interest toward something or activity. Interest is a feeling like more and binds to thing or activity. This statement was supported by Slameto (2003:180). From that statement, the researcher can take conclusion if someone interest with a thing or an activity, it means they give big attention to that thing or activity based on their pretension. Many factors can influence interest, there are :
a. Internal Factor

Internal factor is factor based on self by someone. Muhibbin (2005:54) said internal factor from interest is a concentration of someone in attention, knowledge, motivation and necessity which are those from that someone self.
b. External factor

External factor is a factor which is based on out of student self, for example parent support.

Based on the factors of interest, the students needed both of them because the quality of listening skill of State Islamic Senior High School (MAN) Pelaihari is still low category. So the English teacher must know what the students need and students' problems. in order that the students easier learning English especially listening skill.

## 2. Description the students' listening skill at State Islamic Senior High School

 (MAN) PelaihariFrom the table 4.8 the writer can conclude that students' listening skill at State Islamic Senior High School (MAN) Pelaihari is still low category. Because the students' mean score is 41 . It means the ability of all the students for listening skill not all able to understand and can not answer the listening questions. The English teacher at State Islamic Senior High School (MAN) Pelaihari must combine material especially for listening material, make material interesting for students in order the students will be dilligent and able to understand about the questions and can answer the questions. And also make the students easier understand listening by English songs. Because the fact the students with higher
score have interest in English songs, the student with interest in English song have many vocabulary than the student with low interest in English songs.

## 3. Description any significant correlation between interest in English songs and students' listening skill

From the table 4.9 explained above, the writer has concluded that the students were more interested in listening to the song and more understand listening questions. This compare from calculate of the student interest in English songs and students's listening skill they are :

From 61 students 30 students have chosen neutral interest listening English songs and precentage $50 \%$, and more bigger students' precentage disagree than students' precentage agree. It means that students have neutral interest in listening English songs, show the result of students' answers listening questions is 41 it means low category. So, the writer can take conclusion in State Islamic Senior High School (MAN) Pelaihari has low correlation between interest in English songs and students' listening skill.

To get the correlation the writer use product moment formula :

$$
\begin{aligned}
& r=\frac{n \sum x y-\left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{n \sum x^{2}-\left(\sum x\right)^{2}\right\}\left\{n \sum y^{2}-\left(\sum y\right)^{2}\right\}}} \\
& r=\frac{61.161915 .02-(3904.9)(2502.61)}{\sqrt{\left\{61 \times 258186-(3904.9)^{2}\right\}\left\{61 x 108271.56-\left(\sum 2502.61\right)^{2}\right\}}} \\
& \quad r=\frac{9876816-9772442}{\sqrt{\{15749346-15248244\}\{6604565-6236057\}}}
\end{aligned}
$$

$$
\begin{gathered}
r=\frac{104374}{\sqrt{\{501102\}\{341508.2\}}} \\
r=\frac{114364,13104374}{413679.2}=0,25
\end{gathered}
$$

Table 4.11 Criteria of Correlation

| $\mathbf{R}$ | Correlation |
| :--- | :--- |
| 0 | No correlation |
| $0-0.5$ | Low correlation |
| $0.5-0.8$ | Middle correlation |
| $0.8-1$ | Hard correlation |
| 1 | Perfect correlation |

## the result is $r=0,25$

Based on the categories above those were appropriate the correlation of students' listening skill and students interest with English songs. The English teacher must be prepared again with the material especially listening skill, actually the English teacher should use English songs for students because songs have many advantages in learning English, one of them in listening skill. Songs have many influences in listening skill because from songs students can know many vocabularies in English. And also songs help students easier in memorizing than commit to memory.

Song is one of teaching media because through songs we can teach many materials. Especially in listening skill songs also can used for developing students' listening skill, with listening to songs the teacher can make an interesting learning, for example students are asked to tell the content in songs. In this listening songs activity can develop students' listening skill. And categories can be seen from the table above. There are 5 categories.

