

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Description of Data**

In this chapter, the writer presents the data description of the XII class students of MAN 3 Mulawarman Banjarmasin about their interest in English songs and listening proficiency. It can be seen in the following table (Appendix 3). Based on the table (Appendix 5), the researcher gets  $N=131$ ,  $\Sigma X = 8784$ ,  $\Sigma Y = 6605$ .

##### **2. Analysis of Data**

- a. The analysis about Interest in English songs in the twelfth grade students of MAN 3 Mulawarman Banjarmasin.

The steps in analyzing students' interest in English songs are:

- 1) Making frequency distribution table
- 2) Determining  $M_X$
- 3) Determining  $SD_X$
- 4) Determining top up of interest in English songs score
- 5) Determining bottom of interest in English songs score
- 6) Making an analysis of students' interest in English songs

The first about Frequency Distribution of Students' Interest in English Songs. It can be seen in the following table (Appendix 6), the researcher gets  $N=131$  ,  $\Sigma fX = 8784$ , and  $\Sigma fX^2 = 14394,63$ . Based on the table there are 8 students who got score 36 until 48, there are 16 students who got score 50 until 60, 60 students who got score 61 until 70, 37 students who got score 71 until 79, and 10 students who got score 81 until 93.

Then about determining  $M_x$  and  $SD_x$  , the scores are calculated by using this formula.

$$M_x = \frac{\Sigma fX}{N}$$

$$M_x = \frac{8784}{131}$$

$$M_x = \mathbf{67.05}$$

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N}}$$

$$SD_x = \sqrt{\frac{14394,63}{131}}$$

$$SD_x = \mathbf{10.48}$$

After determining  $M_x$  and  $SD_x$ , the data is classified into three levels, namely; good, fair, and bad by determining top up and bottom of interest in English songs score.

$$\begin{aligned} \text{Top up of interest in English songs score} &= M_x + 1 SD_x \\ &= 67.05 + 1. 10.48 \end{aligned}$$

$$= 77.53$$

$$= 78$$

$$\text{Bottom of interest in English songs score} = M_x - 1 SD_x$$

$$= 67.05 - 1. 10.48$$

$$= 56.57$$

$$= 57$$

Table 4.1 Analysis of Students' Interest in English Songs Scores

Score	Frequency	Category	Percentage
> 78	12	Good	9.16%
57-78	99	Fair	75.57%
< 57	20	Bad	15.27%
<b>Total</b>	<b>131</b>		<b>100%</b>

- b. The analysis about listening test on the XII class students of MAN 3 Mulawarman Banjarmasin.

The steps in analyzing listening test are:

- 1) Making frequency distribution table
- 2) Determining  $M_y$
- 3) Interpreting the scores by using the categories which is submitted by David p. Harris (1969, p.134)

The first about Frequency Distribution of Student' Listening test. It can be seen in the following table (Appendix 7), the researcher gets  $N = 131$  and  $\Sigma fY = 6603$ . Based on the table there are 2 students who got score 13, 6 students who

got score 20, 10 students who got score 27, 10 students who got score 34, 12 students who got score 40, then 10 students who got score 47, 24 students who got score 54, 36 students who got score 60, 17 students who got score 67, 3 students who got score 74 , and only 1 student who got score 80. The next, about detemining  $M_Y$ , the the scores are calculated by using this formula.

$$M_Y = \frac{\Sigma fY}{N}$$

$$M_Y = \frac{6603}{131}$$

$$M_Y = 50.40$$

Table 4.2 Analysis of Students' Listening test Scores

Score	Frequency	Category	Percentage
80-100	1	Excellent	0.76%
60-80	20	Good	15.28%
40-60	70	Fair	53.44%
20-40	32	Poor	24.43%
0-20	8	Very Poor	6.11%
<b>Total</b>	<b>131</b>		<b>100%</b>

- c. The Analysis about the correlation between interest in English songs and students' listening proficiency on the XII class students of MAN 3 Mulawarman Banjarmasin.

The steps in analyzing the correlation are:

- 1) Doing normality test and linearity test
- 2) Making frequency distribution table
- 3) Determining  $\Sigma X$ ,  $\Sigma Y$ ,  $\Sigma XY$ ,  $\Sigma X^2$ , and  $\Sigma Y^2$
- 4) Applying the formula of product moment correlation
- 5) Comparing  $r_{xy}$  with  $r_t$  with significant value 0.05

First, the researcher does prerequisite test (normality test and linearity test) by using SPSS 23. These are the results of normality test and linearity test.

Table 4.5 Result of Normality Test

Variable	Significance	Criteria
X	0.235	Normal
Y	0.164	Normal

Based on the result, it shows that the value of variable X (0.235) and the value of variable Y (0.164) are higher than 0.05. So, it can be concluded that the data are normal. For more information about the result, it can be seen in the appendix.

Table 4.6 Result of Linearity Test

Variable	Significance	Criteria
X*Y	0.006	Linear

The result of linearity test between interest in English songs (X) and students' listening proficiency (Y) above shows that the significance value = 0.006 which is lower than 0.05. Therefore, it can be concluded that

variable X and variable Y is linear. For more information about the result, it can be seen in the appendix.

Because of the data are normal and linear, the researcher can use Pearson product moment formula in order to know the correlation between interest in English songs and listening proficiency on the XII class students of MAN 3 Mulawarman Banjarmasin.

Then Frequency Distribution of Pearson Product Moment Correlation. It can be seen in the following table (Appendix 15). Based on the table, the researcher gets  $\Sigma X = 8784$ ,  $\Sigma Y = 6603$ ,  $\Sigma XY = 454946$ ,  $\Sigma X^2 = 603392$ ,  $\Sigma Y^2 = 361603$ . After that, the scores are calculated by using product moment formula.

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

$$r_{xy} = \frac{131 \times 454946 - 8784 \times 6603}{\sqrt{[131 \times 603392 - 8784^2][131 \times 361603 - 6603^2]}}$$

$$r_{xy} = \frac{59597926 - 58000752}{\sqrt{[79044352 - 77158656][47369993 - 43599609]}}$$

$$r_{xy} = \frac{1597174}{\sqrt{1885696 \times 3770384}}$$

$$r_{xy} = \frac{1597174}{\sqrt{7109798027264}}$$

$$r_{xy} = \frac{1597174}{2666420,45}$$

$$r_{xy} = 0,599$$

Based on the calculation above, the value of Pearson correlation ( $r_{xy}$ ) is 0.599. Furthermore, the value of  $r_{xy}$  (0.599) is compared with the value of  $r_{table}$  at the significant value 0.05 with  $df = 129$ .

$$\begin{aligned} df &= N - nr \\ &= 131 - 2 = 129 \end{aligned}$$

So, by looking the table of product moment at significant value 0.05 with  $df = 129$ , the value of  $r_{table}$  is 0.172. Based on the findings, the value of Pearson correlation ( $r_{xy}$ ) between interest in English songs and listening proficiency is 0.599 and the value of  $r_{table}$  at significant value 0.05 with  $df = 129$  is 0.172. So, it can be concluded that  $r_{xy} (0.599) > r_{table} (0.172)$  which means  $H_a$  is accepted and  $H_o$  is rejected, and based on the table of correlation with SPSS (Appendix 17), the value of significant correlation or Sig. (2 tailed) is 0.000. It can be concluded that the value of significant correlation ( $0.000$ )  $< 0.05$  which means that the variabls are significant.

## **B. Discussion**

Based on the findings, the researcher found some information about the interest in English songs and students' listening proficiency in the twelfth grade students of MAN 3 Mulawarman Banjarmasin. In addition, the researcher also found the correlation between them.

1. Interest in English songs in the twelfth grade students of MAN 3 Mulawarman Banjarmasin.

Based on the findings of the interest in English songs, averagely the students have fair interest in English songs which there are 99 of 131 students or

75.57% got score between 57 and 78. Furthermore, only 12 students or 9.16% have good interest in English songs who got score more than 78 and 20 students or 15.27% have bad interest in English songs who got score less than 57.

from the questionnaires, the students no one difficulty to answer, the problem is there are students who just liked and there are really like in English songs, and the teachers in the schools seldom use the song as a teaching media. According to Orlova (2003), states that it is possible to suggest that among the methodological purposes with songs are used in class, it is possible to rank the following, (1) Practicing the rhythm, stress and the intonation patterns of the English language, (2) Teaching vocabulary, (3) Teaching grammar, (4) Teaching speaking, (5) Teaching listening comprehension, and (5) Developing writing skills.

## 2. Listening in the twelfth grade students of MAN 3 Mulawarman Banjarmasin.

From the statistical measurement, the researcher found that there are 8 students who got score less than 20 (very poor category). Furthermore, there are 32 students (24.43%) who got score between 20 and 40 (poor category); 70 students (53.44%) who got score between 40 and 60 (fair category); 20 students (15.28%) who got score between 60 and 80 (good category); and 1 student (0.76%) who got score between 80 and 100 (excellent category). Moreover, based on the mean of the students' listening proficiency scores which is 50.40, it can be concluded that Listening in the twelfth grade students of MAN 3 Mulawarman Banjarmasin is in fair category.



from the test, the student is quite difficult to answer, maybe they have difficulty in vocabulary and pronunciation of audio, according to Lynch (2008) there are three factors that contribute to listening comprehension of song, they are, (1) Use of new vocabulary, (2) Pronunciation and accent of the singer, (3) Use of new grammar. based on Lynch (2008), the researcher thought that the students who have an interest in listening to the song of English that can answer a listening test with ease, for students who like to listen to songs English automatically they've been accustomed to listens than dislike.

### 3. The Correlation between Interest in English Songs and Students' Listening Proficiency in the twelfth grade students of MAN 3 Mulawarman Banjarmasin.

The researcher also found the information about whether there is a correlation or not between interest in English songs and students' listening proficiency in the twelfth grade students of MAN 3 Mulawarman Banjarmasin. Based on the findings, the value of Pearson correlation ( $r_{xy}$ ) between interest in English songs and listening proficiency is 0.599 and the value of  $r_{table}$  at significant value 0.05 with  $df = 129$  is 0.172. So, it can be concluded that  $r_{xy}$  ( $0.599$ )  $>$   $r_{table}$  ( $0.172$ ). It means  $H_a$  is accepted and  $H_o$  is rejected, and based on the table of correlation with SPSS (Appendix 17), the value of significant correlation or Sig. (2 tailed) is 0.000. It can be concluded that the value of significant correlation ( $0.000$ )  $<$   $0.05$  which means that the variabls are significant. In addition, the value of  $r_{xy}$  ( $+0.599$ ) is positive. It means there is a positive correlation between interest in English songs and students' listening

proficiency. On the other hand, if the students have good interest in English songs, their listening proficiency is also good. Moreover, based on the correlation index number, the value of  $r_{xy}$  (0.599) is on medium correlation (between 0.40 and 0.70). It means there is a medium correlation between variable X and variable Y. Based on the findings of this research, the researcher found that there is a significant positive medium correlation between interest in English songs and students' listening proficiency in the twelfth grade students of MAN 3 Mulawarman Banjarmasin.

In conclusion, based on Analysis above, the data shows that the effect of interest in English songs and listening proficiency is medium. Interest in English songs on the respondent made herself doing activities with regard to an English song with a repetitive, with feeling happy, so that the insights or new knowledge is growing up, and knowledge is help the respondent to understand what they had heard. The interest in English songs also usefull the process of listening, because according to Slameto (2010: 109-110) that if accompanied interest, then the person's attention will be even greater, so that the process becomes more effective listening. In addition, with the influence of music on brain development as proposed by Lang (2010), the listening process would be even more effective because if the development of the brain of a person well, then he will be able to perform the analysis process, to understand and memorize, which are parts of the listening process (Slameto, 2010: 108-109).