

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Result

1. Description of Research Object

a. Overview of Research Object

The one of Vocational School in Pati which used as a research site by the researcher, started from a traditional non-formal educational institution, namely the Wetan Banon Islamic Boarding School, which was founded in 1902, then underwent gradual development until in 1928, a formal educational institution was established starting from MI, MTs, MA, and in 2009 the vocational school established a new educational institution. A formal educational institution that focuses more on the orientation of readiness for the world of work directly, namely the Boutique Clothing Skills Competency program and the Computer & Network Engineering Skills Competency, and over time the major's program has increased with the existence of Software and Game Development (PPLG).

b. Vission and Mission of the School

The Vission of one of Vocational School in Pati is:

Terwujudnya lulusan berkarakter pesantren yang terampil competen di bidangnya dan berjiwa wirausaha.

Moreover, the mission are:

- 1) *Penanaman nilai-nilai pendidikan karakter di lingkungan sekolah*
- 2) *Mengembangkan budaya kreatif dan inovatif*
- 3) *Mengikatkan kerjasama dengan dunia usaha, dunia industri dan dunia kerja*
- 4) *Mengembangkan jiwa wirausaha dan kemandirian*
- 5) *Membekali pengalaman belajar dengan model Teaching Factory*
- 6) *Membudayakan sikap jujur, disiplin, dan tanggungjawab, peduli dan gotong royong serta berjiwa nasionalis.*

c. School Goals

To achieve an ideal in accordance with its vision and mission, the one of vocational school in Pati has several goals to achieve are as follows:

- 1) The learning process at school is expected to run well, smoothly, and have maximum success, especially the realization of vocational students who have the character of Santri.
- 2) The process of Islamic religious education at Vocational High School will produce students who are able to:
 - Understand Islam as a religion that is rahmatan lil'alamin
 - Have moral behavior, mentally strong, and have good morals

2. Analysis Data

d. Validity Test

Validity test in this study was used to determine the validity of the instrument questions with the same grid. Research results can be said to be valid if there is a similarity between the data collected and the data that actually occurs on the object under study.¹

The researcher in this study, test questions were given to students with a number of students, namely $N = 16$ with significant rates 5% and r table = 0.497. The results of the analysis are said to be valid if r count $>$ r table, and is said to be invalid if r count $<$ r table, in this research the researcher uses SPSS 25 to measure validity. *Pearson's product-moment correlation* was utilized by the researcher to determine the test's validity.

Table 4.1
Test of Validity

No.	R. Count	R. Table	R. Sig	Criteria
1	0.656	0.497	0.006	Valid
2	0.756	0.497	0.001	Valid
3	0.903	0.497	0.000	Valid
4	0.578	0.497	0.019	Valid
5	-0.191	0.497	0.479	Invalid
6	-0.204	0.497	0.448	Invalid
7	0.590	0.497	0.016	Valid
8	0.694	0.497	0.003	Valid
9	0.625	0.497	0.010	Valid

¹ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. 2016. 121

10	0.506	0.497	0.426	Invalid
11	-0.214	0.497	0.046	Invalid
12	-0.002	0.497	0.995	Invalid
13	0.738	0.497	0.001	Valid
14	0.573	0.497	0.020	Valid
15	0.437	0.497	0.091	Invalid
16	-0.378	0.497	0.149	Invalid
17	0.285	0.497	0.284	Invalid
18	0.776	0.497	0.000	Valid
19	0.375	0.497	0.153	Invalid
20	0.845	0.497	0.000	Valid

Based on the table above, it showed the result of the validity test. There are 20 re-test questions consisting of 10 questionnaire statement questions and 10 essay questions. from testing the validity test there are 11 valid numbers, because $r \text{ count} > r \text{ table}$, that is: (1,2,3,4,7,8,9,13,14,18,20), and three are 9 invalid question because $r \text{ count} < r \text{ table}$ that is (5,6,10,11,12,15,16,17,19).

e. **Reliability Test**

The next data analysis test is the reliability test. This research used *Alpha Cronbach*, the researcher also used SPSS 25 for windows to know the reliability instruments.

Table 4.2
Test of Reliability
Reliability Statistic

Cronbach's Alpha	N of Items
.728	20

Based on the results of the reliability test above, the item is declared reliable if the score $r \text{ count} > 0,05$ and declared unreliable if the score $r \text{ count} < 0,05$. On the results of the reliability test, the test questions that were obtained were $0.728 > 0,05$. Which means that questions are declared reliable so that they can be used as research instruments. The reliability test of the instrument criteria is included in the high reliability criteria, this can be seen in the following criteria table:

Table 4.3
Criteria of Coefisien Reliability

Interval	Criteria
0,00-0,20	Very Low
0,21-0,40	Low
0,41-0,60	Enough
0,61-0,80	High
0,81-0,100	Very High

f. Interpreting Data

The researcher distributed the questionnaires to respondents in XI Fashion class. The table below shows the total score for listening to an English song:

Table 4.4
The Analysis Statistic of Listening Habit to English Song

Column 1	
Mean	59,55555556
Standard Error	1,743751163
Median	59,5
Mode	60
Standard Deviation	7,398109633
Sample Variance	54,73202614
Kurtosis	0,386855219
Skewness	0,540012819
Range	30
Minimum	47
Maximum	77
Sum	1072
Count	18

Determining the following category for the habit of listening to an English song:

$$M + 1.5 (SD) = 59.55 + 1.5 (7.398) = 70.6527 = 70$$

$$M + 0.5 (SD) = 59.55 + 0.5 (7.398) = 63.2546 = 63$$

$$M - 0.5 (SD) = 59.55 - 0.5 (7.398) = 55.8565 = 55$$

$$M - 1.5 (SD) = 59.55 - 1.5 (7.398) = 48.4584 = 48$$

Table 4.5
The Category of Listening Habit to an English Song

Interval	Category
70 – above	Very high
63 – 69	High
55 – 62	Medium
48 – 54	Low
Less than 48	Very low

From the data above it can be concluded that the habit of listening to English song score was 59.55. Based on the table above, 59.55 is in the medium category, with the interval 55 – 62.

Table 4.6
The Analysis Statistic of Students’ Pronunciation Ability

Column 2	
Mean	85,55555556
Standard Error	3,300051715
Median	90
Mode	100
Standard Deviation	14,00093368
Sample Variance	196,0261438
Kurtosis	-0,359573379
Skewness	-0,912087173
Range	44
Minimum	56
Maximum	100
Sum	1540
Count	18

Determining the following category for Students’ Pronunciation Ability:

$$M + 1.5 (SD) = 86 + 1.5 (14) = 106.557 = 106$$

$$M + 0.5 (SD) = 86 + 0.5 (14) = 92.556 = 92$$

$$M - 0.5 (SD) = 86 - 0.5 (14) = 78.5551 = 78$$

$$M - 1.5 (SD) = 86 - 1.5 (14) = 64.5542 = 64$$

Table 4.7

The Category of Students' Pronunciation Ability

Interval	Category
106 – above	Very High
92 – 105	High
78 – 91	Medium
64 – 77	Low
Less than 63	Very Low

From the data above it can be concluded that the Students' pronunciation Ability score was 86. Based on the table above, 86 is in the medium category, with the interval 78 – 91.

g. Testing of Prerequisite Analysis

Before testing the characteristic of hypothesis data, there are several stages that must be passed, namely the normality test and linearity test.

1) Normality Test.

The purpose of the normality test is to determine whether or not the data variables are distributed. The researcher used Kolmogorov Smirnov (KS-Z) formula to normality test by using SPSS 25 for windows. The criteria of normality test are as follows:

- a) $H_0: f(X) = \text{normal}$ (significant value is $\geq 0,05$)
- b) $H_1: f(X) \neq \text{abnormal}$ (significant value is $\leq 0,05$)²

After analyze data by SPSS program, the following result are obtained

²Usmadi Usmadi, "Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas)," *Inovasi Pendidikan* 7, no. 1 (2020): 50–62, <https://doi.org/10.31869/ip.v7i1.2281>.

Table 4.8
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		16
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	15.29852670
Most Extreme Differences	Absolute	.114
	Positive	.111
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correlation.
- d. This data a lower bound of the true significance.

The data results are obtained based on the table of normality test results above is $200 > 0,05$ it means that is significant, so according to the decision-making provisions in the normality test above, the data distribution is normal.

2) **Linearity test**

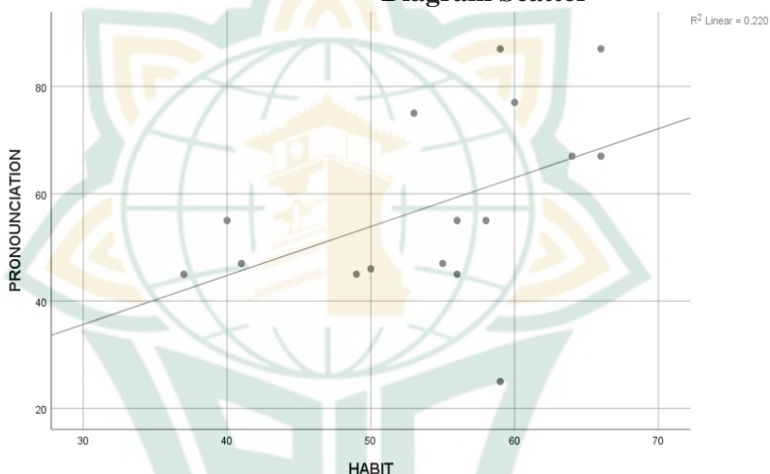
Linearity test is used to determine whether the relationship between the dependent and independent variables is linear (straight line) or not.³ The researcher used SPSS to obtain the linear test data results.

³Wayan Widana and Putu Lia Muliani, 2020.*Uji Persyaratan Analisis, Analisis Standar Pelayanan Minimal Pada Instalasi Rawat Jalan Di RSUD Kota Semarang*,(Lumajang, Jawa Timur: Klik Media). 47

Table 4.9
The Linearity Test of Result Data
 Unstandardized Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std.Error	Beta	T	Sig.
1	(Consonant)	8.301	25.209	.469	.329	.747
	Habit	.912	.458		1.989	.067

Table 4.10
Diagram Scatter



Based on the scatter diagram image above, it can be concluded that the data distribution appears to form a straight line that leads to the upper right. That way, the data is included in the linear category.

3) Hypothesis Testing

After carrying out the normality and linearity tests, the next step is to test the hypothesis. Hypothesis testing is a temporary answer to the research problem formulation. It is considered temporary because the answers are only in the form of relevant theory, not based on empirical facts from data collection.⁴ The association hypothesis was employed by the researcher to examine the

⁴ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. 2016. 64

hypothesis in this research because it met the requirements, namely that there was a significant relationship between the habit of listening to English songs and improving pronunciation.

Table 4.11
Table of Correlation

		Habit	Pronunciation
HABIT	Person Correlation	1	-.059
	Sig.2 (2-tailed)		.816
	N	18	18
PRONUNCIATION	Person Correlation	-.059	1
	Sig.2 (2-tailed)	.816	
	N	18	18

Based on the hypothesis testing above, the significance value obtained from the *Person Correlation Product Moment* calculation (Sig. 2-tailed) is 0, 816 this score is bigger than 0,05 ($0,816 > 0,05$). It means H_0 is accepted H_1 is rejected. The conclusion is there is a no significant correlation between student's habit of listening to an English songs and pronunciation ability. The guidelines for the degree of correlation are explained as follow:⁵

- Signification score $< 0,05$ there is correlation
 - Signification score $> 0,05$ there is no correlation
1. Pearson Correlation $>0,00 < 0,20$ = There is no correlation
 2. Pearson Correlation $0,21 < 0,40$ = Low correlation
 3. Pearson Correlation $0,61 < 0,80$ = Medium correlation
 4. Pearson Correlation $0,81 < 1,00$ = High correlation

⁵F Jabnabillah and N Margina, "Analisis Korelasi Pearson Dalam Menentukan Hubungan Antara Motivasi Belajar Dengan Kemandirian Belajar Pada Pembelajaran Daring," *Jurnal Sintak* 1, no. 1 (2022):14–18, <https://journal.iteba.ac.id/index.php/jurnalsintak/article/view/23%0A>
<https://journal.iteba.ac.id/index.php/jurnalsintak/article/download/23/23>.

B. Discussion

This research was carried out in June 2023 at one of vocational school in Pati for the 2022/2023 academic year, with a class XI population of 3 classes, namely TKJ, PPG, and Fashion. In this study, the researcher used a test-retest technique by taking a sample of class XI TKJ with a total of 18 students as the experimental class and XI Fashion as the control class.

The teaching and learning process is carried out using the lecture method starting, with the teacher providing material in the form of an attachment. The teacher explains the contents of the material and students listen to what the teacher says.

Students' understanding of concepts is measured using question instruments that match the concept indicators in the listening and pronunciation material. Before being used to measure students' understanding abilities, the questions are first tested for validity, both expert validity and static validity. Validation testing was carried out by two lecturers to assess whether the instrument was suitable for testing or not. After being deemed suitable by the lecturer, the instrument can be tested on students. Then the result of the data were processed using statistical validation testing and obtained 11 valid questions and 9 invalid questions from the 20 questions of questionnaire.

1. How The Students' Habit of Listening to English Song at the Eleventh Grade of Vocational School in Pati

The use of music in learning enables learners to open all memory channels while learning and thus the more channels are employed while learning the more learning is increased.⁶ Listening to English songs can be used as an alternative to increase students' motivation, concentration, and memory skills. In general, listening to music not only helps the students' get through boredom or reduce stress, but it also helps teachers form strong relationships with their pupils and support their academic growth. Students will be interested in learning English songs if they enjoy this approach of instruction.

Before the researcher carries out the learning, the researcher first prepares several things to support the

⁶Onur Koksal, Nihan Yağısan, and Ahmet Cekiç, "The Effects of Music on Achievement, Attitude and Retention in Primary School English Lessons," *Procedia - Social and Behavioral Sciences* 93 (2013): 1897–1900, <https://doi.org/10.1016/j.sbspro.2013.10.136>.

learning activities, compiling lesson plans (RPP), determining learning methods, compiling learning materials and preparing questionnaire attachment to be distributed to students.

Research activities were carried out from April 1 2023 to May 1 2023. During the first meeting, the researcher opened the lesson, then prayed, asked the students how they were and got to know each other, then took class attendance. After opening the lesson, the researcher asked how English learning was usually carried out in the classroom, then explained the objectives of the lesson that day.

The second meeting in the same way as the first meeting. Students gained greater understanding in the second meeting than they did in the first, then the researcher opened a question and answer session about material they did not understand. After it was felt that the students understood the material, the researcher distributed questionnaires and essays to the students. The purpose of this questionnaire is to gauge the students' comprehension of the subject matter. Students had sixty minutes to respond to the questions from the researcher. After the students answered all the questions, the question sheets were collected again by the researcher, who then assessed the results using the research instrument.

The results of the questionnaire data description stated that the mean of the student score was 59,55 and was included in the “*medium*” category, which means that the students' habit of listening to English songs was at a *medium* level. From these data, it can be concluded that some students have good habits of listening to English songs, meanwhile other students do not like listening to English songs in their daily activities or while studying.

2. How The Students' Pronunciation Ability at The Eleventh Grade of Vocational School in Pati

According to the Oxford Dictionary, it is explain that “*Pronunciation is the way in which a language or a particular word or sound is spoken*”.⁷ Learning pronunciation is very important for students. By studying pronunciation, students will know how to pronounce a word correctly. Pronunciation is so important in English because if

⁷Victoria Bull, 2011, “*Oxford Learner's Pocket Dictionary*”, (New York: Oxford University Press), 352

you mispronounce a word, the meaning of the word will change.

In this research, the researcher measured students' pronunciation abilities by distributing questions in the form of essays containing how to pronounce and write according to phonetic symbols. In pronunciation, the student is given treatment in the form of reading one of the paragraphs listed in the attachment to the question. The researcher then records the students' voices and gives grades according to the specified research instruments.

The results of the pronunciation question data stated that the student average was 86 and was included in the "medium" category. This means that the improvement in students' pronunciation is at a *medium* level. From this data, it can be concluded that there are some students who do not understand how to pronounce words according to phonetic symbols because of the lack of material delivery in learning.

3. Is there any Significant Correlation Between Listening to English Song and Student's Pronunciation at The Eleventh Grade of Vocational School in Pati

During learning, the students are given treatment in two meetings with a total time of 120 minutes. The researcher used two instruments, namely questionnaires and tests. To answer this third question, the researcher used regression analysis to find the influence of two variables. Before carrying out regression analysis, the researcher first carried out a normality test and a linearity test.

To obtain the results of the normality test, the researcher used the *Kolmogorov Smirnov* test, with the result Sig. (2-tailed) or $200 > 0,05$ it means significant score is greater than 0,05. According to the decision making provisions in the normality test above, the data distribution is normal. Meanwhile, in the linearity test, a significant score of 0.067 was obtained which is depicted in the *Scatter diagram*. The diagram shows that the data distribution appears to form a straight line leading to the top right, so it can be concluded that the data is the linear category.

In the hypothesis analysis, the results are obtained from *Person Correlation Product Moment* testing, which shows the score of the data Sig. (2-tailed) is 0,816 this score is bigger than 0,05 ($0,816 > 0,05$). So, that if it is based on the provisions of the hypothesis, then H_0 is accepted and H_1 is

rejected. It means that there is no significant correlation between the habit of listening to English songs and pronunciation ability.

Based on the research process carried out, there are several factors experienced by students, namely:

1. Lack of student interest in learning English
2. Lack of students practicing English pronunciation according to phonetics
3. During the implementation process, what is done in learning is only material, so it needs to be adjusted to the method.
4. Limited time during research, resulting in shortened delivery of material.

Several of these factors can be a reference for future researchers to perfect their research, because this research itself certainly has many shortcomings that need to be continuously improved.

The results of this research are supported by research conducted by Fitri Herni Ika Sari in her research, which analyzed “The Correlation Between Listening to English song and pronunciation ability at SMAN 5 Malang”. It means there is no significant relationship between the habit of listening to English songs and pronunciation ability. This is based on Sig (2-tailed) = 0,168 > 0,05 it means the significant score is greater than 0,05. While the Person Correlation score is 0,285, which means the level of correlation between listening to English song and pronunciation ability is in the low category.

The second result is supported by Nur Aulia Putri from the research “The Correlation Between Students’ Frequency of Listening to English Songs and Their Speaking Achievement”. In his research, it was stated that there was a very low correlation between two variables, with the index value of the correlation coefficient being 0.103. Meanwhile, hypothesis testing showed that r_x was lower than r_t (*The Product Moment table*). Which means that H_0 was accepted and H_a was rejected. It means there is no significant correlation between students’ frequency of listening to English songs and their speaking achievement.