CHAPTER III
PRESENTATION AND ANALYSIS
OF THE DATA

III. A. Presentation of The Data

The writer has taken 60 samples out of the population randomly as the primary data. The data are presented into 3 tables. In the first table, there are the scores both of adolescents' intensity of listening to popular English songs and their vocabulary test.

The second table is the vocabulary mastery of the adolescents according to their level of intensity of listening. Then, the third table presents the items of vocabulary mastery of the adolescents.

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Table III.A.1. The Adolescents' Scores of Level of Intensity and Written Test.

No. Respondents	SCORES	
	INTENSITY	WRITTEN TEST
1	3	53
2	2	39
3	3	45
4	1	32
5	1	32
6	1	31
7	1	29
8	3	44
9	2	40
10	4	41
11	2	37
12	2	40
13	2	19
14	2	31
15	3	54
16	2	35
17	4	49
18	2	33
19	4	69
20	4	42
21	3	15
22	1	10
23	4	33
24	3	61
25	4	46
26	2	89

| No. | SCORES | |
Respondents	INTENSITY	WRITTEN TEST
27	3	43
28	3	39
29	4	32
30	2	41
31	2	50
32	2	20
33	3	26
34	0	27
35	1	22
36	4	31
37	4	25
38	3	45
39	3	44
40	4	36
41	1	66
42	3	36
43	1	24
44	1	40
45	3	29
46	3	36
47	2	25
48	2	36
49	3	23
50	2	13
51	3	52
52	2	32
53	3	30
54	2	55

No. Respondents	SCORES	
	INTENSITY	WRITTEN TEST
55	2	16
56	2	24
57	1	18
58	4	26
59	2	43
60	2	40

From the table above, it is seen that the scores the adolescents got from their test are varied enough. They got 10 as the lowest score and 89 as the highest score for vocabulary test. In addition, their intensity of listening is categorized into numerical scores range from an 0 as the lowest score to 4 as the highest score. The scores are assigned to least intensive, less intensive, sufficient, intensive, very intensive listening to popular English songs.

Table III.A.2. Adolescents' Intensity Category

CATEGORY INTENSITY		SCORES RANGE	MEAN	RESPONDENTS NUMBER
Very Intensive	(4)	25 - 69	36.11	11
Intensive	(3)	15 - 61	39.71	17
Sufficient	(2)	13 - 89	36.09	21
Less Intensive	(1)	10 - 66	30.40	10
Least Intensive	(0)	27	27	1
Total				60

The table III.A.2. shows that there are 60 adolescents who have interests in listening to popular English songs. The intensity of listening is categorized into five levels.

There were 11 adolescents or 18.33 % of adolescents who have been categorized into very intensive in listening to popular English songs within the lowest score they got 25 and the highest score 69. 17 adolescents or 28.33 % of adolescents who have intensively listened to popular English songs got the lowest score 15, the highest score is 61.

On the other hand, there are 21 adolescents or 35 % of adolescents who sufficiently listened to within the score range from 89 as the highest to 13 as the lowest score, 10 adolescents or 16.66 % of adolescents who have less intensively listened to got the highest score 66 as well as the lowest score 10. In addition, there is only one adolescents or 1.66 % of adolescents that got the score 25 has the least intensively listened to popular English songs.

From the table above it also can be known that the highest mean, 39.71, is gained by adolescents who are in the intensive category of listening, whereas the lowest mean, 27, is gained by those who are in the least intensive category of

listening to popular English songs. Hence, it can be concluded that the intensity of listening increases vocabulary mastery if listening is done in an intensive way.

However, according to the findings above, the mean of adolescents which are categorized in very intensive listening is 36.11 which is smaller than the one of those who are in the category of intensive listening.

Table III.A.3. Adolescents' Vocabulary Mastery

Content Words	Vocabulary Size
Noun	1414
Verb	432
Adjective	494
Adverb	79
Total	2419

From table III.A.3., it is noticed that adolescents got mostly their vocabulary size from content words, 58.4% of adolescents' vocabulary size consist of Nouns. The second biggest is Adjective, about 20.4 % of all their vocabulary size. Next, 17.9 % is the Verbs and 3.3 % is the Adverbs.

So, in this case Nouns and Adjectives are the most retained vocabulary items adolescents have through listening to popular English songs.

III.B. Quantitative Analysis

The analysis that would be used in this study is Non-parameter statistics, Rank Spearman correlation.

To be able to comprehend the data above, the writer has to rank each respondent's score of both the intensity of listening to popular English songs and that of the written test of vocabulary mastery. Then, from the scores' rank the standard deviation square could be obtained.

Since the proportion of the same scores both in the intensity of listening and the written test of vocabulary mastery is large enough, then the factor correction is applied below :

$$T = \frac{t^3 - t}{12}$$

$$\sum T_x = \frac{11^3 - 11}{12} + \frac{17^3 - 17}{12} + \frac{21^3 - 21}{12} + \frac{10^3 - 10}{12}$$

$$= 110 + 408 + 770 + 82.5$$

$$= \mathbf{1370.5}$$

$$\Sigma T_y = 3 \times \left[\frac{4^3 - 4}{12}\right] + \left[\frac{3^3 - 3}{12}\right] + 10 \times \left[\frac{2^3 - 2}{12}\right]$$

$$= 15 + 2 + 5$$

$$= \textbf{22}$$

Next the values of each variable must be found by using the

formulae below :

$$\Sigma X^2 = \frac{N^3 - N}{12} - \Sigma T_x$$

$$= \frac{60^3 - 60}{12} - 1370.5$$

$$= \textbf{16624.5}$$

$$\Sigma Y^2 = \frac{N^3 - N}{12} - \Sigma T_Y$$

$$= \frac{60^3 - 60}{12} - 22$$

$$= \textbf{17973}$$

Finally, the Rank Spearman correlation formulae is applied to
this study :

$$r_s = \frac{\sum X^2 + \sum Y^2 - \sum di^2}{2\sqrt{\sum X^2 \cdot \sum Y^2}}$$

$$r_s = \frac{16624.5 + 17973 - 24662.75}{2 x\sqrt{(16624.5) \times (17973)}}$$

$$r_s = \frac{9934.75}{34571.21}$$

$$r_s = 0.287$$

After finding the r_s value, then the significance test must be done in order find out the relationship between the variables by the formulae above

$$t = r_s \sqrt{\frac{N-2}{1 - r_s^2}}$$

$$t = 0.287 x \sqrt{\frac{60-2}{1 - (0.287)2}}$$

$$t = 0.287 \times 7.950$$

$$t = 2.282$$

To find the significance of the relationship between two variables, it must be consulted to the table of B values within confidence level of 95 % (α = 5%). Thus, to be significant, the t value should reach at least bigger than the value shown in table B.
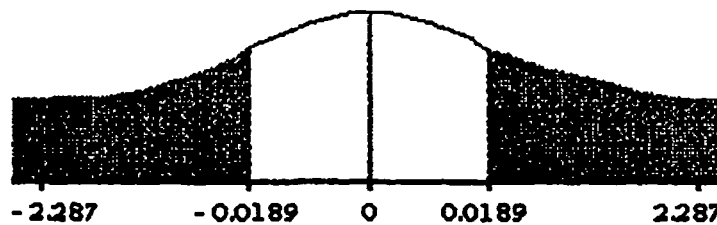
The following significance test formulae is :

t	: $B_{db} = N-2, \alpha$
t	: $B_{58, 0.05}$
2.282	: 0.1089

Figure III.B.1. The two-tailed diagram

-2.287   -0.0189   0   0.0189   2.287

Since the obtained value of t is bigger than the value shown in the table (B = 0.0189 at 0.05 level), its place must reside at the right side of B value's tables in the two tailed diagram. Since the t value is in the rejection areas, thus, Ho of this research is rejected which means that there is a relationship between variable X and variable Y.

III.C. The Interpretation of The Data

The values obtained for Rank Spearman correlation, that is r_s = 0.287 is smaller than we might expect. However, the value of significance test obtained, 2.282 is bigger than the value got from table B which is 0.0189. In this case we may interpret that there is a certain amount of some positive relationship between the adolescents' intensity of listening to popular English songs and their level of the mastery of some of English vocabulary.

It means that there are some factors that influence the fact that some adolescents who have intensively listened to popular English songs may have more higher level of mostly of the English vocabulary than those who have not. Those factors are intelligence and motivation which are obtained from the interviews and the findings as we can see from table III.A.2. It is shown that adolescents who are in the category of very intensive listening have the mean of 36.11 which is smaller than the one of those who are in the category of intensive listening which is 39.71.

At school, the adolescents who are in the category of very intensive listening to popular English songs have lower GPAs

than those who have intensively listened to these songs. Besides, they are not highly motivated in learning English and are just interested in listening these songs for the sake of enjoyment only. Additionally, according to Valencia motivation is needed in learning a foreign language as she stated that a well-motivated learner can learn a language better and sometimes faster than a learner who study of language distasteful (1972: 30).

On the contrary, adolescents who have intensively listened to popular English songs are found to be highly motivated. These adolescents are likely to look up typical words used in songs in a dictionary, or just ask friends the meanings of the words.

If we apply Krashen's theory of language acquisition via two separate systems and the requirement of meaningful interaction in the target language, it can be inferred that the adolescents might have internalized rules of target language via one of the two systems.

The system that has been used by adolescents is implicit way and termed as subconscious language acquisition. Through this system, adolescents are subconsciously internalizing the

English when they listen intensively to popular English songs. They become familiar with the English songs whether through listening to cassettes, radios, singing, or watching TV music programmes. Consequently, the meaningful interaction in the target language, in this case English, is fulfilled with adolescents' activities of appreciating the songs.

In this condition, adolescents might not need explicit teaching and error correction language learning especially those who are given at formal English classes at school or courses. They are not concerned with correct pronunciations or grammatical rules but rather with the messages the songs lyrics try to convey.

Supporting Krashen's theory of language acquisition, Mohan's statement is concerned with approaches into which teaching and learning can be divided. If this phenomenon is analyzed based on his theory, then adolescents learn English into two approaches.

First, English is learned by experiential way of approach. In this case, adolescents learned from experiences and observation. Experiences are obtained by listening to popular

English songs whether through directly listening to music concerts or indirectly listening through audio visual media. Observation is done by giving comments on the English songs that have been released to public and selecting the kind of English songs they liked to listen. Those are practical activities done by adolescents in experiential learning.

Second, English is learned by expository way of approach. It is done by rewriting song lyrics adolescents liked to have. These song lyrics are used as a discourse or text in exposing learning.

If it is seen from the other Krashen's theory that is about receptive strategy in language learning, through popular English songs adolescents might have a global linguistic competence both in the receptive and the productive areas.

The receptive activities that are usually done by adolescents deal with their sight and hearing organs such as listening to popular English songs through such media as cassettes, CDs, music programs on radio; singing song; watching TVs music program or attending music concerts.

The productive activities that adolescents have are probably in the forms of writing or speaking skills. Besides, their activities of receptive skills such as listening to popular English songs would automatically develop their productive skills in English classes, particularly at the schools where they got explicit teaching of English rules and error corrections from their English teachers.

What adolescents have done subconsciously by listening to popular English songs fits to what Krashen termed as exposing learners to meaningful oral and written text. Thus, the oral and written text could be referred to popular English songs and its lyrics in this phenomenon.

From the findings, intensity is proven to be a crucial factor that may influence adolescents' achievements in acquiring English vocabulary. The more intensively adolescents get exposed to English songs, the larger vocabulary they would obtain.

As a result, adolescents' receptive skills of listening and reading English have reinforced than ever. it was proven by seeing table III.A.2. that the biggest mean of vocabulary test,

39.71 is obtained by adolescents who have intensively listened to popular English songs. The other two means, 36.11 and 36.09 that are obtained by adolescents who have very intensively and sufficiently listened to the songs which are bigger than the mean 30.40 and 27 obtained by those who have less intensively and least intensively listened to popular English songs.

So, adolescents' receptive activities of language competence started to develop first. It refers to Krashen' statement that no matter by which type of activity our language competence is developed, there is no need to determine by which type of activity adolescents' language competence might develop.

This development should be followed by development of their productive skills of speaking and writing since there was already a sufficient global competence waiting for readiness.

One of this global language competence is vocabulary mastery as Savielle stated that vocabulary is one of the most significant aspect of language development (1976 : 87). It plays an important role in learning a language. If there is no sufficient knowledge of mastering vocabulary, one would not be able to express his ideas easily or communicate with others fluently.

In this case, adolescents' mastering of English vocabulary only in those receptive skills for example by listening to popular English songs or singing a song.

Adolescents like to get their vocabulary mastery in this implicit way since they do not get burdened with learning as in formal English class at schools. They do it as a matter of enjoyment. This condition happened to prove Ricardo's statement that he cannot think of a more pleasant way a learner to memorize vocabulary than by learning songs (Ricardo, 1996: 45).

On the other hand, what adolescents got in receptive skills apparently might not be followed by their progress in productive skills such as writing or speaking. Nevertheless, it is found that some adolescents are able to make English poem or narrative for example "The true love" and "Love is beautiful", whereas the rest adapt such as "First Love" and rewrite the song lyrics for example "In the arms of Mary" and "My best rose bloom" that they have memorized.

This situation seemingly proves what Barbara and Gail proposed that it is usual to have a far larger passive vocabulary

than an active one (1991: 62). Indeed, adolescents got larger vocabulary from listening intensively to popular English songs. As seen from table III.A.3. the vocabulary type that adolescents have mastered are content words such as Nouns, Verbs, Adjective, Adverbs, whereas function words are not included in.

It was based on Meara's investigative tool on vocabulary acquisition of word-associations technique (1995: 65) which has been widely used in the literature on second-language vocabulary acquisition; it has the advantages that relatively large numbers of words can be tested in a relatively short space of time; most of the analysis of word association data has been qualitative, very much concerned with individual words and the responses they produce. In this case, words were associated by means of definition, antonyms, synonyms.

Consequently, the function words are not used in the vocabulary test which refer to what De Gregory claimed that these words are words that must be learned in connection with their use in sentence (1971: 26).

Furthermore, Finocchiaro stated that content words can be learned in small group around life situation whereas function

words need to be learned as quickly as feasible in logical order and sequence (1989: 40).

Accordingly, it is true that most of the words which are composed into song lyrics are content words that are commonly known and learned by anyone, including adolescents as small group of people around their life situation. On the contrary, function words which are limited in number could be found in many textbooks in logical order and sequence rather than at the language of songs. We put song lyrics of "Yesterday" for the example of how many content words and function words are taken into a composition of song :

Yesterday
Adverb time
[C]

All	my	trouble	seems	so	far away
Indef. Pron.	Posses. Det.	Noun	Verb	Qualifier	Adverb
[F]	[F]	[C]	[C]	[F]	[C]

Now	it	looks	as though	they're	here
Adverb	Pron.	Verb	Sentence linker	Person. Pron.	Adverb
[C]	[F]	[C]	[F]	[F]	(C)

to	stay
Prep.	Verb
[F]	[C]

Oh,	I	believe	in	yesterday
	Person. Pron.	Verb	Prep.	Adverb
	[F]	[C]	[F]	[C]

<u>Suddenly,</u>
Adverb
[F]

I'm not   <u>a</u>   <u>man</u>   I   <u>used</u>   <u>to be</u>
       Noun Det.   Noun   Verb   Auxiliary
         [F]   [C]   [C]   [F]

<u>There's</u> a <u>shadow</u>   <u>hanging</u>   <u>over</u>   <u>me</u>
Adverb   Noun   Verb   Prep.   Person. Pron.
[C]   [C]   [C]   [F]   [F]

Oh, yesterday   <u>came</u>   suddenly
           Verb
           [C]

<u>Why</u>   <u>he</u>   <u>had to</u>   <u>go</u>
Question word   Person. Pron.   Modal   Verb
   [F]   [F]   [C]   [C]

I <u>don't</u>   <u>know</u>   he   <u>wouldn't</u>   <u>say</u>
  Aux.   Verb   Aux.   Verb.
  [F]   [C]   [F]   [C]

I said   <u>something</u>   <u>wrong</u>
       Noun   Adjective
        [C]   [C]

Now I <u>long</u>   <u>for</u>   yesterday
      Verb   Prep.
      [C]   [F]

Yesterday,

<u>Love</u> <u>was</u> <u>such</u>   <u>an</u>   <u>easy</u>   <u>game</u> <u>to</u>   <u>play</u>
Noun   be   Qualifier   Article   Adjective   Noun   Prep.   Verb
[C]   [F]   [F]   [F]   [C]   [C]   [F]   [C]

Now I <u>need</u> a <u>place</u> to <u>hide</u>   away
      Verb   Noun   Verb
      [C]   [C]   [C]

So	I	believe	in	yesterday
Adverb	Person. Pron.	Verb	Prep.	Adverb.
[C]	[F]	[C]	[F]	[C]

Additionally, popular English songs that adolescents liked to listen to, were indeed, containing messages which might be understood and known if their listeners understood English. Thus, adolescents took about what was immediately presented in popular English songs such as the messages rather than about matters deal with tenses or grammar used in language of song lyrics.

This action was done by adolescents in order to understand the song messages as far as they are concerned with. So, their intention was practically in nonlinguistic context.

Nevertheless, adolescents might appreciate and understand the messages of popular English songs provided they know and understand the English use in song lyrics.

In short, understanding language use in song lyrics in terms of linguistic context . entails understanding the nonlinguistic context that songs bring in with it. For example understanding the words of English that adolescents usually do, somewhat make adolescents recognize the messages that the English songs bring in with it.