CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Listening to English Songs

   a. Definition of Listening

   Listening is one of many skills in language learning. Based on *Oxford Learner's Pocket Dictionary*, listening is pay attention to somebody or something that you can hear.[5] Listening is the natural precursor to speaking, the early stage of language development in a person's first language (and in naturalistic acquisition of the other languages) are dependent on listening.[6] Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express.

   It means that the listener is doing more than simply decoding what is heard. Rubin completes her definition by saying that *active* means listeners get information (from visual and auditory clues) and relate this information to what they already know. *Select* means that in the process of making sense of the input, listeners use only part of the incoming information. *Interpreter* means that in trying to

---

[5] Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition*, (United Kingdom: Oxford University Press, 2011) p. 258.

[6] I.S.P National and J. Newton, *Teaching ESL/EFL Listening and Speaking,* (New York: Roudledge, 2009), p. 37.

make sense of the input, listeners use their background knowledge as well as the new information to dechiper what is giong on and to figure out what speakers intend. [7] So, listening is the first communication skill we have when we are born.

Listening is different from hearing. Listening is a very active skill. It requires the active attention-and an active intention-on the part of the hearer. People are already now that listening is an active skill, for years they thought that listening and reading is a passive skill. Now they realize that listening is more complex than what they thought. We have to be active in paying attention on understanding and interpreting what we hear.

b. Types of Listening

There are two types of listening, they are:

1) Extensive Listening

Extensive listening is a condition where a teacher encourages students for themselves what they listen to and to do so for pleasure and general language improvement. Extensive listening will usually take place outside the classroom: in students' home, car or on personal MP3 players as they travel from one place to another. The motivational power of such an activity increases

[7] Marc Helgesen and Steven Brown, *Practical English Language Teaching:Listening*, (New York: Mc Graw Hill, 2007), p. 3.

dramatically when students make their own choices about what they are going to listen to.

Material for extensive listening can be obtained from a number of sources. Many simplified readers are now published with an audio version a cassette or CD. These provide ideal sources of listening material. Students can download podcasts from a range of sources or they can listen to English language broadcast online. They will want to listen to English audio material outside the classroom. The purpose of these is to give students more and more reasons to listen.[8]

2) Intensive Listening

Intensive listening is kinds of listening using audio material, live listening, and the roles of the teacher. There are some advantages and disadvantages of practice listening skill using recorded material:

The advantages are recorded material allows students to hear a variety of different point voices apart from just their own their teacher's. It gives them an opportunity to meet a range of different characters, especially where real people are talking. But even when recordings contain written dialogues or extracts from plays, they offer a wide variety of situations and voices.

---

[8] Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Longman, p. 303-304.

Audio material is portable and readily available. Tapes and CDs are cheap, and machines to play them are relatively inexpensive. Now that so much audio materials are offered in digital form, teachers can play recorded tracks in class directly from computers. For all those reasons, most course books include CDs and tapes, and many teachers rely on recorded material to provide a significant source of language input.

And the disadvantages are: in big classrooms with the poor acoustics, the audibility of recorded material often gives cause for concern. It is sometimes difficult to ensure that all the students in a room can hear equally well.

Another problem with recorded material in the classroom is that everyone has to listen at the same speed, a speed dictated by the recording, not by the listeners. Although this replicates the situation of the radio, it is less satisfactory when students have to take information from the recording. For many of these reasons, students may wonder why they should get involved with such material.[9]

Examples of intensive listening performance include these: Students listen for the cues in certain choral or individual drills, the teacher repeats a word or sentence several time to "imprint" it in students' mind, and the

---

[9] Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Longman, p. 304-307.

teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element such as; intonation, stress, a construction, a grammatical structure, etc.[10]

c. Processes of Listening

Anything we hear can be input. To go back to our listening distinction, we begin to process the input. To understand listening, we have to consider how people process this input. A useful way of looking at this is by considering bottom-up and top-down processing. Here are the explanations:

1) Bottom-up processing is understanding about what we hear by focusing on the different parts: the vocabulary, the grammar or functional phrases, sounds, etc.

2) Top-down processing is starting with background knowledge called schema. It can be content schema (general knowledge based on life experience and previous listening) or textual schema (knowledge of language and content used in a particular situation: the language that you use at a police officer is different from what you use in your socializing with your friends or your environment).

---

[10] H. Douglas Brown, *Teaching by Principles,* (New York: San Fransisco State University, 2001), p. 256.

d. Problem in teaching and learning Listening

There are some problems in teaching and learning process of listening, they are as follows:[11]

1) Trouble with sound

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

2) Have to understand every word

This is very common problem, often unconsciously fostered by teachers and listening comprehension materials which encourage the learner to believe that everything that said is important information. The effort to understand everything often results in effective comprehension, as well as feelings of fatigue and failure. The teacher needs to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue and set them occasional tasks that ask them to scan a relatively strong text for one or two limited items of information.

3) Cannot understand fast, natural native speech

Learners will often ask the teacher to slow down and speak clearly. But that can't help students to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal task as they can

---

[11] Penny Ur, *A Course in Language Teaching, (*New York: Cambridge University Press,1993), p. 111-112.

successfully understand as soon as possible. One of the advantages of teacher produced talk is that teacher can provide students with this sort of discourse at the right level for them, getting faster and more fluent as their listening skill develop.

4) Need to hear things more than once

   In real life, the students often have to cope with one-off listening and we can certainly make a useful contribution to their learning if teacher can improve students' ability to do it. The teacher can use the texts that include redundant passages and within which the essential information is presented more than once and not too intensively and give the learner opportunity to request clarification or repetition during the listening.

5) Find it difficult to keep up

   The learners sometimes feel overload with incoming information. The solution is not to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

6) Get tired

   This is one reason for not making listening comprehension passage too long overall, and for breaking

them up to short chunks through pause, listener response or change of speaker. [12]

e. Effective Listening Skill Way

Lisa B. Marshal said that there are three ways to effective listening skill, here are as follows: [13]

1) Tune in

In order to be a good listener you must be physically and mentally prepared to tune in. It means that we are aligning our body with the other person, maintaining eye contact and giving our undivided attention.

2) Decide what it means

Next, we will need to translate and interpret what we heard and observed. We have got to decide what it all means. We all create meaning based on our experiences, so it is important to confirm that our understanding of what was communicated is really what the speaker was trying to communicate.

3) Paraphrase to confirm understanding

The final step to effective listening skill is to confirm our understanding. To do that you will need to

---

[12] Penny Ur, *A Course in Language Teaching, (*New York: Cambridge University Press,1993), p. 111-112.

[13] Lisa B. Marshal, *How to Improve Listening Skills,* http://publicspeaker.quickanddirtytips.com./Effective-Listening-Skill-Active-Listening-Public-Speaking.aspx, accessed on November, 05th, 2015.

paraphrase or reword what we heard including the content and the emotion. [14]

f. Definition of Song

Song is a short piece of music with words that you sing. [15] Everybody likes and enjoys music, because music unites people from different ethnic, culture, and country becoming one unity. It gives us a comfort feeling and pleasure for a moment. It is a fun way for children in learning English to improve their skills for examples: listening, grammar, vocabulary, and also pronunciation.

The basic musical elements consist of three important things; they are melody, harmony, and texture. A melody is successions of musical tones that belong together convey a distinctive musical thought. Then, harmony is the principle by which chords are made up and linked together and texture is a quality that is basic to the shape and expressive content of the music and texture is created between the relationships, interaction of such musical strata. [16]

Song is an interesting way to teach and learn English, especially in a classroom. Listening music and song is an

---

[14] Lisa B. Marshal, *How to Improve Listening Skills,* http://publicspeaker.quickanddirtytips.com./Effective-Listening-Skill-Active-Listening-Public-Speaking.aspx, accessed on November, 05th, 2015.

[15] Daniela Galandrova, *Popular Music as A Springboard to Grammar Teaching*, (Brno: Masaryk University, 2007), p. 45.

[16] Bryan R. Simms, *The Art of Music: An Introduction*, (New York: Harper Collins College Publisher, 1993), p. 44.

enjoying activity for people. It cannot only be interesting for teacher and students, but also useful in their daily activities effectively.

g. Characteristic of Good Song

Song can be used as a sample of language to be analyzed. It involves activities such as the students answer questionnaire about their frequency of listening English song, and concept questions about new vocabulary, antonym and synonym in the song. It can be used as an exercise.

English is a language that is used by some countries as their first or main language and also as a foreign language. English is very important in this global era, because the developed nations use English to make a good relationship to the other countries.

There are four characteristics of a good song, they are as follows: [17]

1) A good song needs a universal message and a story worth telling. It means that song ideas are produced from our daily activities. And it contains implicit message.

2) A good song needs memorable hook. It is usually in the first of the last line of the lyrics.

---

[17] Bryan R. Simms, *The Art of Music: An Introduction*, (New York: Harper Collins College Publisher, 1993), p. 44.

15

3) A good song is easily understood. Because song ideas are produced from daily activities, the lyrics is familiar and easy understood for the listeners.

4) A good song uses imagery. It means that song help the listener to imagine what the song writer's mind.

h. Three kinds of songs

Songs can be divided into three different forms, they are art songs, popular (pop) songs, and folk songs.

1) Art Songs

Art songs are songs created for performance in their own right, usually with piano accompaniment, althought they can also have another types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

2) Popular (pop) Songs

Modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred for commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recoring artists. A popular song can become modern

folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop song or pop music may instead be considered a more commercially popular genre of popular music as a whole.

3) Folk Songs

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

Therefore, English song ia group of English words perform in rhythms called music. We may conclude that listening English song is paying attention and trying to get the meaning from groups of English words contained in the songs.

i. Songs as media in teaching

Students at junior high school are not often motivated by themselves, they need something which can attract them. In this case, the teacher should appropriate techniques or using media to teach well. Teaching and learning language,

especially foreign language will be more interesting if it is served with interesting media.[18]

The researcher uses Weather Song for kids - 'Sun, Rain, Wind, and Snow', because it is appropriate to the students' material about weather and seasons. Choosing the right childern songs for junior high school students is not easy. Children songs that are used should suitable for their world. Harmer suggests two ways to solve the problem about the way in selecting the songs to be brought in the class. The first is to have students to bring their own favorite songs in the class. The second way is to use the old song. Teacher could ask students wether they like the song or not. Teacher can choose song which they like and which are appropriate for the students.[19]

In this research, the researcher uses the old song because it is more familiar for children. When researcher uses Weather Song for kids - 'Sun, Rain, Wind, and Snow', students are easier to follow it.

j. The advantages and disadvantages of song

The advantages of song in teaching and learning process are as followed:[20]

---

[18] Kasihani K.E. Suyanto, *English for Young Learners*, p. 114.
[19] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001), p. 243.
[20] Chris Brewer, *Music in the Learning Cycle*, http: //www.songforteaching.com/ teachingtips/ musicinthelearningcycle. accessed on: 20th of November, 2015/ 21:44 WIB.

1) Create a welcoming atmosphere. It is the function of song as a warmer; students are expected to be enthusiastic in the learning process.

2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.

3) Connect students to content topics. Students are expected to understand the topic that they studied through song.

4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.

5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song.

8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.

9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.

10) Make learning English fun for students. They create the relaxed atmosphere and get students motivated with enthusiasm for learning.

In the other hand, the use of song in teaching learning process has disadvantages, they are:[21]

1) Music disturbs concentrations when applying to people who hate a genre of music.

2) Music can hurt eardrums if it is set up so loud.

2. Students' Vocabulary Power

   a. Definition of Vocabulary

Vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone cannot understand the meaning of foreign language. The very first step when someone learns foreign language, he or she must know the vocabulary.

Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language.[22] Words are the main component of all languages. In line with the world growth, new words emerge with new meanings.

Ur defines vocabularies as the word we teach in a foreign language. Ur tries to explain that vocabulary is a

---

[21] http://www.eslbase.com/articles/song.asp. accessed on: November 20th, 2015/ 22.13 WIB.

[22] Victoria Bull, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2011), p. 495.

number of English words which is taught to students in teaching learning process. Related the learning process in school, vocabulary which is learnt should be appropriated with the curriculum.

Vocabulary is a core component of language proficiency and provides much of basis for how learners speak, listen, read, and write. Without an extensive of vocabulary and strategies for acquiring new vocabulary learners often achieve less than their potential and may be discouraged from making use language learning opportunities around them such as listening to the radio, listening to native speakers, using the languages in different contexts, reading, or watching television.[23]

In conclusion, vocabulary is a list of words for a particular language including the meaning taught by the teacher in a classroom.

A linguist, David Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that based on Wilkins opinion, we cannot see the improvement of our English if we just have very little vocabularies. When we talk to someone, we need more vocabularies than think about the right structure of what we mean. Because our partner in conversation will not

---

[23] E-Book: Jack C. Richard, Willy A. Renandya, *Methodology*, (New York: Cambridge University Press, 2002), p. 255.

really check your grammar, they just notice to the information that we share.

b. Types of Vocabulary

Based on Lewis and Hill, there are two types of vocabulary. They are; active and passive vocabulary. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.

Based on Open University there are some types of vocabulary, they are: [24]

1) ESP Vocabulary

English for Specific Purpose is related to specific interests whether professional or technical. Its vocabulary helps the learners to enlarge their use of the content words. It is the best learned in connection with the job or professional itself.

2) Active and Passive Vocabulary

Productive or active vocabulary is utilized everyday speech. It is learned from performance in any communication act. On the other hand, passive vocabulary is not essential for production in speaking or

---

[24] Open University, *Bringing Words to Life*, (England: Open University Press, 1995), p. 151-156.

writing. It is meant for recognition and understanding. This vocabulary is needed for comprehension. The learners are not asked to utilize it in everyday speech but recognize it when occurring in context.

3) Content Words

Content words are closely related to one's experience. They are also open-ended in the sense that new nouns, verbs, adjectives, and adverbs are often coined to name new things or process.

4) Structure or Function Words

Structure or function words are considered as part of the grammatical system of the language since their main functions are grammatical.[25]

The researcher used active and passive vocabulary to test the seventh grade students of SMP NU 03 Islam Kaliwungu Kendal in the academic year of 2016/2017, because the purpose of the study is students recognize new vocabularies when occuring in texts/song lyrics.

Learning more vocabulary items do not necessary increase personal's fluency. Knowing a vocabulary item is not a simple process, it means much simpler than simply memorizing the word. For students to add the word to their

---

[25] Open University, *Bringing Words to Life*, (England: Open University Press, 1995), p. 151-156.

active vocabularies they need to know the context in which it can occur, the possible and impossible collocations of word.

There are relationship of words, they are:[26]

1) Synonyms

Synonyms are the relationship between two words that have same meaning. These are no means as frequents as people think. Though words may have similar denotative meaning (they represent the same content) their connotation meaning often differ. Sometimes, it is possible for teacher simply to say. For example, '*Enormous*' means the same as '*very large*'.

2) Antonyms

Antonyms are often taught of as 'opposites' such as *hot cold*. It is important for teachers to remember that *not hot*, does not always means *cold*; sometimes it is a question of degree.

3) Complement

Complements are two words exist and one automatically excludes the other. For example: *single/married*. In this case it is possible to explain by saying *'single'* means *'not married'*.

4) Converses

Converses means a pair of words implies the other. For example: *parent/child*, *employer/employee*.

---

[26] Michael Lewis and Jimmie Hill, *Practical Technique for Language Teaching*, (Hove, England: Language Teaching Publications, 1992), p. 136.

5) Hyponyms

Hyponyms are sense of relation between words such as that meaning of one word is included the meaning of other. For example: *Tulip, Lily, Rose, Orchid* are hyponym of *Flower*.

c. Advantages of Learning Vocabulary

There are many advantages of learning vocabulary such as:[27]

1) Recognize different kinds of context clues that enable you to make an educated guess about the meaning of an unfamiliar word in your reading.

2) Learn how a dictionary and a thesaurus can help expand your vocabulary, especially when you're writing.

3) Recognize the meanings of some of the most familiar roots, prefixes, and suffixes. Those word parts will help you puzzle out the meaning of many unfamiliar English words.

4) Put the new words you acquire to good use in your speaking and writing.

5) Avoid some of the mistakes and mix-ups that can happen when you use English words.

---

[27] E-Book: John Wiley & Sons, Inc., *How to Build a Super Vocabulary*, (New Jersey: Book Builder LLC, 2004), p. 2.

d. How to Improve Vocabulary

There are many ways to improve students' vocabulary as followed:[28]

1) Teacher reads to the students

Studies indicate that reading aloud books and other materials that have some new words to students is helpful.

2) Get them reading

A research estimates that 5-15% all the words, students learn from reading. So, when teachers engage students in motivational activities to encourage reading, teachers are simultaneously improving students' vocabularies.

3) Engage students in rich oral language

Students also learn words through talk, especially for listening to and participating in high-level conversation. In school, teachers need to involve students in rich, meaningful conversations whenever the teachers can.

4) Encourage reading and talk at home

Students can also develop their vocabularies at home. Encouraging reading and conversations outside of school, for example by sending home books and interactive activities can have positive effect.

---

[28] Nell K. Duke and Annie M.Moses, *10 Research-Tested Ways to Build Children's' Vocabulary*, Scolastic Professional Paper, P. 4-8.

5) Raise word consciousness

There are many ways to draw students' attention to an interest in words around them, for examples: playing with words through games, songs, and humors.

6) Teach important word

Teacher can teach students new words, but there are limits to how many new words teachers can teach, for example teachers choose a new word based on how much knowing the word will help students with a unit, text, or situation.

7) Teach conceptually-related words

It often makes senses to teach new words not in individually but in sets that are conceptually-related, for examples: words related to farms, word related to fruits, or families.

8) Relate new words to known words

Helping students relate new words to words they already know is very important, for example when a student knows the word *fruit*, and knows *apple*, these words can help students learn the word *kiwi*.

9) Expose students to words multiple times in multiple meaningful contexts

Simply hearing or reading a dictionary definition, for a word does not do enough to help students "get it", nor does basic drill and practice. Rather, students need to

encounter words in meaningful activities, conversations, and texts. Students need to live new words.

10) Enjoy words

When students were more motivated to learn new words, they did so more readily. Teachers should strive to have classrooms in which words are enjoyed, relished, celebrated, and even loved. [29]

e. Definition of Vocabulary Power

Vocabulary power is an ability to memorize the word entirely owned by a language, while words represent a smallest unit in language containing concept or certain idea. It doesn't only memorize the words but also know the word families. [30]

Vocabulary power is a complete skill to understand the stock of words and their meanings of a particular language. Further, Madsen said the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. Vocabulary power can be measured by

---

[29] Nell K. Duke and Annie M.Moses, *10 Research-Tested Ways to Build Children's Vocabulary*, Scolastic Professional Paper, P. 4-8.
[30] Michael Lewis and Jamie Hill, *Practice Techniques for Laanguage Teaching*, (London: Commercial Colour Press, 1997), p. 12.

the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).[31]

From the definition above, we can conclude that vocabulary power is the students' ability to understand the meaning of words by using the context and to use effectively words to express their ideas in comunication. The students who have less vocabulary will be unable to understand more about English.

B. Previous Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.[32] There have been many researchers which attempt to study the topic related to the method in many classrooms and the teaching learning. Here are some studies in line with the researcher's.

The first thesis is a correlational research. The data shows that most students of XI IPA II SMAN 1 Mayong have the lower middle frequency of watching English film. The higher score of them was 78 and the lowest score was 50.

---

[31] Nobert Schmitt and Michael Mc Charty, *Vocabulary: Description Acquisition and Pedagogy*, (United Kingdom: Cambridge University Press, 1997), p. 362.

[32] Cik Hasan Basri, *Penuntun Penyusunan Rencana Penelitian Dan Penulisan Skripsi (Bidang Ilmu Agama Islam)*, (Jakarta: PT. Grafindo Persada, 2001), p. 37.

Most students of IA II SMAN 1 Mayong have good listening skill. The higher score of them was 80 and the lowest score was 40. Based on the result, the researcher concludes that the students of SMAN 1A II Mayong who have high frequency of watching English film will have got high listening skill. While the students who have low frequency of watching English film will have got low listening skill.[33]

The second is a correlational regresion thesis. This research is a quantitative type which specifies in a correlation study and regression because the writer identified the influence of students' listening intensity to English song toward their vocabulary power. The population of this research is the eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang. The writer used questionnaire and test of vocabulary to collect data. The data were analyzed using regression. In this research, it was found that there was significant influence between students' listening intensity to English song toward their vocabulary power. It could be seen from correlation result that the price of r_{xy} > r table 0,611 in 0.05/ 5%, hence Ho is refused and correlation coefficient is significant. Regression result is F_{reg} > F_{table}, it is 20.27 > 4.130. It means that students' listening intensity to English song has influenced vocabulary power. So, the hypothesis is accepted.[34]

---

[33] Hasanudin (093411028)," The Relationship between the Frequency of Watching English Film and Students' Listening Skill of the Third Grade Students of SMAN 1 Mayong Jepara in the Academic Year 2012/2013", *Thesis* (Semarang: Education and Teacher Training Faculty of Walisongo State Islamic University, 2014)

[34] Jumi'ah (093411009), "The Influence of Students' Listening Intensity to English Song Toward Their Vocabulary Power at the Eleventh Grade Students of

The third thesis is a Classroom Action research.. In this research, the result in the pre-test the average of the students' achievement was 5.57. In the first cycle, the average of students' achievement was 7.26. In the second cycle, all of the students gave attention to the class and the average of students' achievement was 8.39. It can be concluded that songs can improve students' vocabulary power.[35]

The similarity of researcher's thesis with the first thesis above is the method. The first thesis and the researcher's thesis used correlation. The similarity of second thesis with the researcher's thesis is looking for correlation between English song and students' vocabulary. The last thesis has similarity with the researcher's thesis in applying of English song for students' vocabulary power.

The difference of the first thesis is the researcher used English movie to look for improvement of students' listening skill. The second thesis has a difference with the researcher's thesis in the result. The researcher looked for the correlation between English song and students' vocabulary, whereas the second research was not only looking for the correlation but also the influence of English song to students' vocabulary. The difference of the last thesis with

SMA Unggulan Nurul Islami Mijen Semarang in the Academic Year of 2012/2013", *Thesis* (Semarang: Education and Teacher Training Faculty of Walisongo State Islamic University, 2013).
[35] Rini Setyawati (113411130), "Improving Students Vocabulary Power through Song at Seventh Grade Students of MTs Pondok Pabelan Magelang in the Academic Year of 2014/2015", *Thesis* (Semarang: Education and Teacher Training Faculty of Walisongo State Islamic University, 2015)

the researcher's thesis was the method. The last thesis used classroom action research and the researcher used quantitative correlational method.

C. Hypothesis

"Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." Hypothesis is a temporary answer of problems in research until proved from the data which collected. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is:

H_0: There is no positive influence of students' frequency of listening to English songs toward their vocabulary power.

H_a: There is positive influence of students' frequency of listening to English songs toward their vocabulary power.