

Chapter Four

Results and Discussion

In this chapter, the researcher explains the results of three research questions. The first research question is “How is EED of UMY students’ habit of listening to English songs?” The second research question is “How is EED of UMY students’ motivation in learning English?” The third research question is “What is the correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English?” In addition, the discussion of the results would be explained in the end of this chapter.

Results

The mean score of the EED of UMY students’ habit of listening to English songs was 2.72 which meant that students batch 2016 generally *often* listen to English songs when they learnt English. In the other hand, the mean score of the EED of UMY students’ motivation in learning English was 3.35 which meant that student’s batch 2016 had high motivation in learning English. Hence, The r value of the correlation between students’ habit of listening to English song and students’ motivation were 0.386. The r value is higher then r table which is 0.220. Therefore, it can be concluded that there is a moderate correlation between EED of UMY students’ habit of listening to English songs and their motivation in learning English.

The EED of UMY students' habit of listening to English songs. The first research question of this research was EED of UMY students' habit of listening to English songs. Descriptive statistic was used to measure EED of UMY students' habit of listening to English songs. Therefore, the questionnaire for students' habit of listening to English songs consisted of 15 items.

The category for students' habit of listening to English songs was provided on the table in chapter three (please look at table 3.7 page 30). The *SPSS* analysis result showed that the mean of students' habit of listening to English songs was 2.72. It meant that students batch 2016 generally *often* listening to English song when they learnt English. Then, the result would be shown as the following:

Table 4.1 The results mean of all of items of students' habit of listening to English songs

Statistics	
Students' habit of listening to English songs	
N	Valid 79
Mean	2.7267
Median	2.7300
Mode	2.73
Std. Deviation	.47984
Variance	.230
Skewness	-.133
Std. Error of Skewness	.271
Kurtosis	-.578
Std. Error of Kurtosis	.535
Range	2.06
Minimum	1.67
Maximum	3.73
Sum	215.41

Additionally, each item of 15 items questionnaire about students' habit of listening to English songs would be explained by researcher. The questionnaire's item used four-likert scales *Tidak Pernah* (Never), *Jarang* (Rarely), *Biasanya* (Usually), and *Selalu* (Always).

The results of listening to English songs were in Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14 and Q15. The result of each item would be explained on the table as the following:

Table 4.2 The results mean of each items of students' habit of listening to English songs

Statistics								
	I listen to English songs in my leisure time to learn new vocabulary in English	I spend some minutes/hours listening to English songs to memorize vocabulary in English	I listen to English songs to learn about grammar from the lyric	I listen to English songs in my leisure time to learn how to apply grammar in English	<i>I listen to English songs in the night to practice my pronunciation</i>	<i>I listen to English popular songs (pop, jazz, rock, etc.) to enhance my speaking skill</i>	I listen to English songs to practice my speaking skill	I read every lyric of English songs from some types of songs (pop, rock, metal etc.) that I listen to)
Valid N	79	79	79	79	79	79	79	79
Mean	3,08	3,00	2,67	2,66	2,90	3,15	3,19	3,10
Std. Error of Mean	,067	,083	,090	,090	,084	,077	,070	,080
Median	3,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00
Mode	3	3	3	3	3	3	3	3
Std. Deviation	,594	,734	,796	,799	,744	,681	,622	,709
Variance	,353	,538	,634	,638	,554	,464	,387	,502
Skewness	-,019	,000	,043	-,227	-,217	-,448	-,149	-,369
Std. Error of Skewness	,271	,271	,271	,271	,271	,271	,271	,271
Kurtosis	-,106	-1,113	-,531	-,297	-,293	,195	-,484	-,178
Std. Error of Kurtosis	,535	,535	,535	,535	,535	,535	,535	,535
Range	2	2	3	3	3	3	2	3
Minimum	2	2	1	1	1	1	2	1
Maximum	4	4	4	4	4	4	4	4
Sum	243	237	211	210	229	249	252	245

Table 4.2 The results mean of each items of students' habit of listening to English songs

	I write lyric of English pop songs that I heard	I listen to English songs in my leisure time to make me enjoy learning English	I listen to English pop songs in the morning to motivate me in learning English.	I listen to English songs continuously to motivate myself in learning English	I listen to English songs in the morning with friendship theme to increase my motivation in learning English	I listen to English songs in the night with love story theme to increase my motivation in learning English	I listen to English songs before I am going to campus in order to attract my interest to learn English
Valid N	79	79	79	79	79	79	79
Mean	2.05	3.14	2.58	2.94	2.24	2.49	2.44
Std. Error of Mean	.076	.082	.086	.089	.099	.102	.095
Median	2.00	3.00	3.00	3.00	2.00	3.00	2.00
Mode	2	3	3	3	2	3	2
Std. Deviation	.677	.729	.761	.790	.880	.904	.843
Variance	.459	.532	.580	.624	.775	.817	.711
Skewness	.193	-.629	-.196	-.526	.430	-.194	.184
Std. Error of Skewness	.271	.271	.271	.271	.271	.271	.271
Kurtosis	-.060	.431	-.224	.109	-.390	-.742	-.499
Std. Error of Kurtosis	.535	.535	.535	.535	.535	.535	.535
Range	3	3	3	3	3	3	3
Minimum	1	1	1	1	1	1	1
Maximum	4	4	4	4	4	4	4
Sum	162	248	204	232	177	197	193

Table 4.2 showed that the mean score Q6, Q7, Q8 and Q10 were in category *always*. Moreover, Q1, Q2, Q3, Q4, Q5, Q11, Q12, Q13, Q14 and Q15 were in category *often* and only Q9 was in category *seldom*. In addition, the highest mean score was Q7. It means students *always* listening English pop songs to practice their speaking skill. In the other hand, the lowest mean score was Q9. It shows that students *seldom* write the lyric of English pop songs that they heard.

Therefore, the result for each item of listening to English songs would be explained as the following:

Table 4.2.1 Q1 I listen to English songs in my leisure time to learn new vocabulary in English

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	11	13.9	13.9	13.9
	Usually	51	64.6	64.6	78.5
	Always	17	21.5	21.5	100.0
	Total	79	100.0	100.0	

Table 4.2.1 showed 11 students (13.9%) *seldom* listened to English songs in their leisure time to learn new vocabulary and 51 students (64.6%) *usually* listened to English songs in their leisure time to learn new vocabulary. Moreover, 17 students (21.5%) *always* listened to English songs in their leisure time to learn new vocabulary. In addition, the mean score of Q1 was 3.08. It could be concluded that students batch 2016 generally *often* (please look at table 3.7 page 30) listened to English songs to learn new vocabulary.

Table 4.2.2 Q2 I spend some minutes/hours listening to English songs to memorize vocabulary in English

		Q2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	21	26.6	26.6	26.6
	Usually	37	46.8	46.8	73.4
	Always	21	26.6	26.6	100.0
	Total	79	100.0	100.0	

Table 4.2.2 showed that 21 students (26.6%) *seldom* listened to English songs to memorize vocabulary in English. In addition, 37 students (46.8%) *usually* listened to English songs to memorize vocabulary in English and 21 students (26.6%) always listened to English songs to memorize vocabulary in English. In addition, the mean score of Q2 was 3.00. It could be concluded that students batch 2016 generally *often* (please look at table 3.7 page 30) listened to English songs to memorize vocabulary in English.

Table 4.2.3 Q3 I listen to English songs to learn about grammar from the lyric

		Q3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	5.1	5.1	5.1
	Seldom	30	38.0	38.0	43.0
	Usually	33	41.8	41.8	84.8
	Always	12	15.2	15.2	100.0
	Total	79	100.0	100.0	

Table 4.2.3 showed that 4 students (5.1%) *never* listened to English songs to learn about grammar from the lyric and 30 students (38.0%) *seldom* listened to English songs to learn about grammar from the lyric. Moreover, 33 students (41.8%) *usually* listened to English songs to learn about grammar from the lyric

and 12 students (15.2%) always listened to English songs to learn about grammar from the lyric. In addition, the mean score of Q3 was 2.67. It could be concluded that students batch 2016 generally *often* (please look at table 3.7 page 30) listened to English songs to learn about grammar from the lyric.

Table 4.2.4 Q4 I listen to English songs in my leisure time to learn how to apply grammar in English

		Q4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	7.6	7.6	7.6
	Seldom	25	31.6	31.6	39.2
	Usually	38	48.1	48.1	87.3
	Always	10	12.7	12.7	100.0
	Total	79	100.0	100.0	

Table 4.2.4 showed that 6 students (7.6%) *never* listened to English songs to learn how to apply grammar in English and 25 students (31.6%) *seldom* listened to English songs to learn how to apply grammar in English. Moreover, 38 students (48.1%) *usually* listened to English songs to learn how to apply grammar in English and 10 students (12.7%) always listened to English songs to learn how to apply grammar in English. In addition, the mean score of Q4 was 2.66. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs to learn how to apply grammar in English.

Table 4.2.5 Q5 I listen to English songs in the night to practice my pronunciation

		Q5			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.5	2.5	2.5
	Seldom	20	25.3	25.3	27.8
	Usually	41	51.9	51.9	79.7
	Always	16	20.3	20.3	100.0
	Total	79	100.0	100.0	

Table 4.2.5 showed that 2 students (2.5%) *never* listened to English songs to practice their pronunciation and 20 students (25.3%) *seldom* listened to English songs to practice their pronunciation. Moreover, 41 students (51.9%) *usually* listened to English songs to practice their pronunciation and 16 students (20.3%) always listened to English songs to practice their pronunciation. In addition, the mean score of Q5 was 2.90. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs to practice their pronunciation.

Table 4.2.6 Q6 I listen to English popular songs (pop, jazz, rock, etc.) to enhance my speaking skill

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.3	1.3	1.3
	Seldom	10	12.7	12.7	13.9
	Usually	44	55.7	55.7	69.6
	Always	24	30.4	30.4	100.0
	Total	79	100.0	100.0	

Table 4.2.6 showed that 1 student (1.3%) *never* listened to English popular songs because of he wanted to enhance his speaking skill and 10 students (12.7%) *seldom* listened to English popular songs to enhance their speaking skill. Moreover, 44 students (55.7%) *usually* listened to English popular songs to enhance their speaking skill and 24 students (30.4%) always listened to English popular songs to enhance their speaking skill. In addition, the mean score of Q6 was 3.15. It could be concluded that generally students batch 2016 *always* (please look at table 3.7 page 30) listened to English popular songs to enhance their speaking skill.

Table 4.2.7 Q7 I listen to English songs to practice my speaking skill

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	9	11.4	11.4	11.4
	Usually	46	58.2	58.2	69.6
	Always	24	30.4	30.4	100.0
	Total	79	100.0	100.0	

Table 4.2.7 showed that 9 students (11.4%) *seldom* listened to English songs to practice their speaking skill. In addition, 46 students (58.2%) *usually* listened to English songs to practice their speaking skill and 24 students (30.4%) always listened to English songs to practice their speaking skill. In addition, the mean score of Q7 was 3.19. It could be concluded that generally students batch 2016 *always* (please look at table 3.7 page 30) listening to English songs to practice their speaking skill.

Table 4.1.8 Q8 I read every lyric of English songs from some types of songs (pop, rock, metal etc.) that I listen to)

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.3	1.3	1.3
	Seldom	13	16.5	16.5	17.7
	Usually	42	53.2	53.2	70.9
	Always	23	29.1	29.1	100.0
	Total	79	100.0	100.0	

Table 4.2.8 showed that 1 student (1.3%) *never* read the lyric of English songs from some types of songs (pop, rock, metal etc.) that she listened to and 13 students (16.5%) *seldom* read the lyric of English songs from some types of songs (pop, rock, metal etc.) that they listened to. Moreover, 42 students (53.2%) *usually* read the lyric of English songs from some types of songs (pop, rock, metal etc.) that they listened to and 23 students (29.1%) always read the lyric of English

songs from some types of songs (pop, rock, metal etc.) that they listened to. In addition, the mean score of Q8 was 3.10. It could be concluded that generally students batch 2016 *always* (please look at table 3.7 page 30) read the lyric of English songs from some types of songs (pop, rock, metal etc.) that they listened to.

Table 4.2.9 Q9 I write lyric of English pop songs that I heard

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	19.0	19.0	19.0
	Seldom	46	58.2	58.2	77.2
	Usually	17	21.5	21.5	98.7
	Always	1	1.3	1.3	100.0
	Total	79	100.0	100.0	

Table 4.2.9 showed that 15 students (19.0%) *never* write the lyric of English pop songs that they heard and 46 students (58.2%) *seldom* write the lyric of English pop songs that they heard. Moreover, 17 students (21.5%) *usually* write the lyric of English pop songs that they heard and 1 student (1.3%) *always* writes the lyric of English pop songs that he heard. In addition, the mean score of Q9 was 2.05. It could be concluded that generally students batch 2016 *seldom* (please look at table 3.7 page 30) write the lyric of English pop songs that they heard.

Table 4.2.10 Q10 I listen to English songs in my leisure time to make me enjoy learning English

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.5	2.5	2.5
	Seldom	10	12.7	12.7	15.2
	Usually	42	53.2	53.2	68.4
	Always	25	31.6	31.6	100.0
	Total	79	100.0	100.0	

Table 4.2.10 showed that 2 students (2.5%) *never* listened to English songs to make them enjoy in learning English and 10 students (12.7%) *seldom* listened to English songs to make them enjoy in learning English. Moreover, 42 students (53.2%) *usually* listened to English songs to make them enjoy in learning English and 25 students (31.6%) always listened to English songs to make them enjoy in learning English. In addition, the mean score of Q10 was 3.14. It could be concluded that generally students batch 2016 *always* (please look at table 3.7 page 30) listened to English songs to make them enjoy in learning English.

Table 4.2.11 Q11 I listen to English pop songs in the morning to motivate me in learning English.

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	7.6	7.6	7.6
	Seldom	28	35.4	35.4	43.0
	Usually	38	48.1	48.1	91.1
	Always	7	8.9	8.9	100.0
	Total	79	100.0	100.0	

Table 4.2.11 showed that 6 students (7.6%) *never* listened to English pop songs to motivate themselves in learning English and 28 students (35.4%) *seldom* listened to English pop songs to motivate themselves in learning English. Moreover, 38 students (48.1%) *usually* listened to English pop songs to motivate themselves in learning English and 7 students (8.9%) *always* listened to English pop songs to motivate themselves in learning English. In addition, the mean score of Q11 was 2.58. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English pop songs to motivate themselves in learning English.

Table 4.2.12 Q12 I listen to English songs continuously to motivate myself in learning English

		Q12			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	5.1	5.1	5.1
	Seldom	15	19.0	19.0	24.2
	Usually	42	53.2	53.2	77.2
	Always	18	22.8	22.8	100.0
	Total	79	100.0	100.0	

Table 4.1.2 showed that 4 students (5.1%) *never* listened to English songs to motivate themselves in learning English and 15 students (19.0%) *seldom* listened to English songs to motivate themselves in learning English. Moreover, 42 students (53.2%) *usually* listened to English songs to motivate themselves in learning English and 18 students (22.8%) always listened to English songs to motivate themselves in learning English. In addition, the mean score of Q12 was 2.94. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs to motivate themselves in learning English.

Table 4.2.13 Q13 I listen to English songs in the morning with friendship theme to increase my motivation in learning English

		Q13			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	19.0	19.0	19.0
	Seldom	38	48.1	48.1	67.1
	Usually	18	22.8	22.8	89.9
	Always	8	10.1	10.1	100.0
	Total	79	100.0	100.0	

Table 4.2.13 showed that 15 students (19.0%) *never* listened to English songs with friendship theme to increase their motivation and 38 students (48.1%)

seldom listened to English songs with friendship theme to increase their motivation. Moreover, 18 students (22.8%) *usually* listened to English songs with friendship theme to increase their motivation and 8 students (10.1%) always listened to English songs with friendship theme to increase their motivation. . In addition, the mean score of Q13 was 2.24. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs with friendship theme to increase their motivation.

Table 4.2.14 Q14 I listen to English songs in the night with love story theme to increase my motivation in learning English

		Q14			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	16.5	16.5	16.5
	Seldom	23	29.1	29.1	45.6
	Usually	34	43.0	43.0	88.6
	Always	9	11.4	11.4	100.0
	Total	79	100.0	100.0	

Table 4.2.14 showed that 13 students (16.5%) *never* listened to English songs with love story theme to increase their motivation in learning English and 23 students (29.1%) *seldom* listened to English songs with love story theme to increase their motivation in learning English. Moreover, 34 students (43.0%) *usually* listened to English songs with love story theme to increase their motivation in learning English and 9 students (11.4%) always listened to English songs with love story theme to increase their motivation in learning English. . In addition, the mean score of Q14 was 2.49. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs with love story theme to increase their motivation in learning English.

Table 4.2.15 Q15 I listen to English songs before I am going to campus in order to attract my interest to learn English

		Q15			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	11.4	11.4	11.4
	Seldom	35	44.3	44.3	55.7
	Usually	26	32.9	32.9	88.6
	Always	9	11.4	11.4	100.0
	Total	79	100.0	100.0	

Table 4.2.15 showed that 9 students (11.4%) *never* listened to English songs to attract their interest in learning English and 35 students (44.3%) *seldom* listened to English songs to attract their interest in learning English. Moreover, 26 students (32.9%) *usually* listened to English songs to attract their interest in learning English and 9 students (11.4%) always listened to English songs to attract their interest in learning English. In addition, the mean score of Q15 was 2.44. It could be concluded that generally students batch 2016 *often* (please look at table 3.7 page 30) listened to English songs to attract their interest in learning English.

The EED of UMY students' motivation in learning English. The second research question of this research was EED of UMY students' motivation in learning English. Descriptive statistic used to measure this research question. The questionnaire for students' motivation in learning English consisted of 20 items.

The category for students' motivation in learning English was provided on the table in chapter three (please look at table 3.8 page 31). The *SPSS* analysis result showed that the mean of students' motivation in learning English was 3.35.

It meant that student's batch 2016 has high motivation in learning English. Then, research question result score would be shown as the following:

Table 4.3 The results means all of items of students' motivation in learning English

Statistics		
N	Valid	79
	Missing	0
Mean		3.3529
Std. Error of Mean		.04382
Median		3.3300
Mode		3.10
Std. Deviation		.38950
Variance		.152
Range		1.24
Minimum		2.76
Maximum		4.00
Sum		264.88

The results of students' motivation in learning English were in Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, and Q20. The result of each item would be explained on the table as the following:

Table 4.4 The results mean of each items of students' motivation in learning English

Statistics										
	Studying English is important to me because I would like to meet foreigners with whom I can speak English	Studying English is important to me because I would like to make friends with foreigners	Studying English is important to me so that I can keep in touch with foreign friends and acquaintance	Studying English is important to me because it will enable me to get to know various cultures and peoples	Studying English is important to me because it will enable me to learn more about the English world.	Studying English is important to me because it will enable me to learn more about what is happening in the world	It is important for me to know English in order to think and behave like the English/Americans do	It is important for me to know English in order to know the life of the English-speaking nations	It is important for me to know English in order to better understand the English-speaking nations' behavior and problems	I really like learning English
N Valid	79	79	79	79	79	79	79	79	79	79
Mean	3.58	3.42	3.39	3.44	3.39	3.49	2.59	3.28	3.24	3.52
Std. Error of Mean	.064	.076	.063	.059	.068	.059	.100	.076	.070	.057
Median	4.00	4.00	3.00	3.00	3.00	4.00	2.00	3.00	3.00	4.00
Mode	4	4	3	3	3	4	2	3	3	4
Std. Deviation	.569	.672	.564	.525	.608	.528	.885	.678	.625	.503
Range	2	3	2	2	2	2	3	2	2	1
Minimum	2	1	2	2	2	2	1	2	2	3
Maximum	4	4	4	4	4	4	4	4	4	4
Sum	283	270	268	272	268	276	205	259	256	278

Table 4.4 The results mean of each items of students' motivation in learning English

	Statistics									
	Studying English is important to me because it will enable me to get to know new people from different parts of the world	Studying English is important to me because I would like to learn as many foreign languages as possible	Studying English is important to me because it will help me when travelling	Studying English is important to me because an educated person is supposed to be able to speak English	Studying English is important to me so that I can be a more knowledgeable person	Studying English is important to me so that I can broaden my outlook	Studying English is important to me because I may need it later (for job, studies)	Studying English is important to me so that I can understand English-speaking films, videos, TV or radio	Studying English is important to me so that I can read English books, newspapers or magazines	Studying English is important to me because I would like to spend some time abroad
NValid	79	79	79	79	79	79	79	79	79	79
Mean	3.51	3.46	3.65	3.35	3.46	3.48	3.58	3.52	3.47	3.15
Std. Error of Mean	.057	.064	.054	.070	.062	.057	.056	.057	.057	.079
Median	4.00	3.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	3.00
Mode	4	4	4	3	3	3	4	4	3	3
Std. Deviation	.503	.573	.481	.621	.550	.503	.496	.503	.502	.700
Range	1	2	1	2	2	1	1	1	1	3
Minimum	3	2	3	2	2	3	3	3	3	1
Maximum	4	4	4	4	4	4	4	4	4	4
Sum	277	273	288	265	273	275	283	278	274	249

Table 4.4 showed that the mean score of Q1, Q2, Q3, Q4, Q5, Q6, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, and were in *high* category. Moreover, only Q7 was in *moderate* category. In addition, the highest mean score was Q13 which is 3.65. It means students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learning English to help them when they are traveling. In the other hand, the lowest mean score was Q7 which is 2.59. It shows that students batch 2016 had *moderate* (please look at table 3.8 page 31) motivation to learning English to think like the English/Americans do.

Therefore, the result for each item of students' motivation in learning English would be explained as the following:

Table 4.4.1 Q1 Studying English is important to me because I would like to meet foreigners with whom I can speak English.

		Q1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.8	3.8	3.8
	Agree	27	34.2	34.2	38.0
	Strongly Agree	49	62.0	62.0	100.0
	Total	79	100.0	100.0	

Table 4.4.1 showed that 3 students (3.8%) *disagree* that their motivation learned English to meet foreigner that they could speak English with. In addition, there were 27 students (34.2%) *agree* that their motivation to learn English to meet foreigner that they could speak English with and 49 students (62.0%) *strongly agree* that their motivation to learn English to meet foreigner that they could speak English with. . In addition, the mean score of Q1 was 3.58. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8

page 31) motivation to learn English to meet foreigner that they could speak English with.

Table 4.4.2 Q2 Studying English is important to me because I would like to make friends with foreigners.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.3	1.3	1.3
	Disagree	5	6.3	6.3	7.6
	Agree	33	41.8	41.8	49.4
	Strongly Agree	40	50.6	50.6	100.0
	Total	79	100.0	100.0	

Table 4.4.2 showed that 1 student (1.3%) *strongly disagree* that she learnt English to make friends with foreigner and 5 students (6.3%) were *disagree* that they learnt English to make friends with foreigner. Moreover, there were 33 students (41.8%) were *agree* that they learnt English to make friends with foreigner and 40 students (50.6%) were *strongly agree* that they learnt English to make friends with foreigner. In addition, the mean score of Q2 was 3.42. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to make friends with foreigner.

Table 4.4.3 Q3 Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.8	3.8	3.8
	Agree	42	53.2	53.2	57.0
	Strongly Agree	34	43.0	43.0	100.0
	Total	79	100.0	100.0	

Table 4.4.3 showed that 3 students (3.8%) were *disagree* that their motivation to learn English to keep in touch with their foreigner friends and acquaintances and 42 students (53.2%) *agree* that their motivation to learn English to keep in touch with their foreigner friends and acquaintances. Moreover, there were 33 students (43.0%) *strongly agree* that their motivation to learn English to keep in touch with their foreigner friends and acquaintances. In addition, the mean score of Q3 was 3.39. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to keep in touch with their foreigner friends and acquaintances.

Table 4.4.4 Q4 Studying English is important to me because it will enable me to get to know various cultures and peoples.

		Q4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Agree	42	53.2	53.2	54.4
	Strongly Agree	36	45.6	45.6	100.0
	Total	79	100.0	100.0	

Table 4.4.4 showed that 1 student (1.3%) *disagree* that his motivation to learn English to know various cultures and peoples and 42 students (53.2%) *agree* that their motivation to learn English to know various cultures and peoples. Moreover, 36 students (45.6%) *strongly agree* that their motivation to learn English to know various cultures and peoples. In addition, the mean score of Q4 was 3.58. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to know various cultures and peoples.

Table 4.4.5 Q5 Studying English is important to me because it will enable me to learn more about the English world.

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	6.3	6.3	6.3
	Agree	38	48.1	48.1	54.4
	Strongly Agree	36	45.6	45.6	100.0
	Total	79	100.0	100.0	

Table 4.4.5 showed that 5 students (6.3%) *disagree* that their motivation to learn English is to learn more about English world and 38 students (48.1%) *agree* that their motivation to learn English is to learn more about English world. Moreover, 36 students (45.6%) *strongly agree* that their motivation to learn English is to learn more about English world. In addition, the mean score of Q5 was 3.39. It could be concluded that generally students had *high* (please look at table 3.8 page 31) motivation to learn English to learn more about English world.

Table 4.4.6 Q6 Studying English is important to me because it will enable me to learn more about what is happening in the world.

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Agree	38	48.1	48.1	49.4
	Strongly Agree	40	50.6	50.6	100.0
	Total	79	100.0	100.0	

Table 4.4.6 showed that 1 student (1.3%) *disagree* that her motivation to learn English is to learn more about what is happening in the world and 38 students (48.1%) *agree* that their motivation to learn English is to learn more about what is happening in the world. Moreover, 40 students (50.6%) *strongly agree* that their motivation to learn English is to learn more about what is happening in the world. In

addition, the mean score of Q6 was 3.49. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to learn more about what is happening in the world.

Table 4.4.7 Q7 It is important for me to know English in order to think and behave like the English/Americans do.

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	6.3	6.3	6.3
	Disagree	38	48.1	48.1	54.4
	Agree	20	25.3	25.3	79.7
	Strongly Agree	16	20.3	20.3	100.0
	Total	79	100.0	100.0	

Table 4.4.7 showed that 5 student (6.3%) *strongly disagree* that their motivation to learn English to think and behave like the English/American do and 38 students (48.1%) *disagree* that their motivation to learn English to think and behave like the English/American do. Moreover, 20students (25.3%) *agree* that their motivation to learn English to think and behave like the English/American do and 16 students (20.3%) *strongly agree* that their motivation to learn English to think and behave like the English/American do. In addition, the mean score of Q7 was 2.59. It could be concluded that generally students batch 2016 had *moderate* (please look at table 3.8 page 31) motivation to learn English to think and behave like the English/American do.

Table 4.4.8 Q8 It is important for me to know English in order to know the life of the English-speaking nations.

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	12.7	12.7	12.7
	Agree	37	46.8	46.8	59.5
	Strongly Agree	32	40.5	40.5	100.0
	Total	79	100.0	100.0	

Table 4.4.8 showed that 10 students (12.7%) *disagree* that their motivation to learn English to know the life of the English-speaking nations and 37 students (46.8%) *agree* that their motivation to learn English to know the life of the English-speaking nations. Moreover, 32 students (40.5%) *strongly agree* that their motivation to learn English to know the life of the English-speaking nations. In addition, the mean score of Q8 was 3.28. It could be concluded that generally students had *high* (please look at table 3.8 page 31) motivation to learn English to know the life of the English-speaking nations.

Table 4.4.9 Q9 It is important for me to know English in order to better understand the English-speaking nations' behavior and problems.

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	10.1	10.1	10.1
	Agree	44	55.7	55.7	65.8
	Strongly Agree	27	34.2	34.2	100.0
	Total	79	100.0	100.0	

Table 4.4.9 showed that 8 students (10.1%) *disagree* that their motivation to learn English to understand the English-speaking nation's behavior and problems and 44 students (55.7%) *agree* that their motivation to learn English to

understand the English-speaking nation's behavior and problems. Moreover, 27 students (34.2%) *strongly agree* that their motivation to learn English to understand the English-speaking nation's behavior and problems. In addition, the mean score of Q9 was 3.24. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to understand the English-speaking nation's behavior and problems.

Table 4.4.10 Q10 I really like learning English.

		Q10			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	48.1	48.1	48.1
	Strongly Agree	41	51.9	51.9	100.0
Total		79	100.0	100.0	

Table 4.4.10 showed that 38 students (48.1%) *agree* that their motivation to learn English to like learning English and 41 students (51.9%) *strongly agree* that their motivation to learn English to like learning English. In addition, the mean score of Q10 was 3.52. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to like learning English.

Table 4.4.11 Q11 Studying English is important to me because it will enable me to get to know new people from different parts of the world.

		Q11			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	40.6	49.4	49.4
	Strongly Agree	40	41.7	50.6	100.0
Total		79	82.3	100.0	

Table 4.4.11 showed that 39 students (40.6%) were *agree* that they learnt English to know new people from different parts of the world and 40 students

(51.7%) are *strongly agree* that they learnt to know new people from different parts of the world. In addition, the mean score of Q11 was 3.51. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to know new people from different parts of the world.

Table 4.4.12 Q12 Studying English is important to me because I would like to learn as many foreign languages as possible.

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.8	3.8	3.8
	Agree	37	46.8	46.8	50.6
	Strongly Agree	39	49.4	49.4	100.0
	Total	79	100.0	100.0	

Table 4.4.12 showed that 3 students (3.8%) were *disagree* that they learnt English to learn another foreign language and 37 students (46.8%) were *agree* that they learnt English to learn another foreign language. Moreover, there are 39 students (49.4%) were *strongly agree* they learnt English to learn another foreign language. In addition, the mean score of Q12 was 3.46. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to learn another foreign language.

Table 4.4.13 Q13 Studying English is important to me because it will help me when travelling.

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	35.4	35.4	35.4
	Strongly Agree	51	64.6	64.6	100.0
	Total	79	100.0	100.0	

Table 4.4.13 showed that 28 students (35.4%) were agree that they learnt English to help them when travelling and 51 students (64.6%) were *strongly agree* that they learnt English to help them when travelling. In addition, the mean score of Q13 was 3.65. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to help them when travelling.

Table 4.4.14 Q14 Studying English is important to me because an educated person is supposed to be able to speak English

		Q14			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	7.6	7.6	7.6
	Agree	39	49.4	49.4	57.0
	Strongly Agree	34	43.0	43.0	100.0
	Total	79	100.0	100.0	

The table showed those 6 students (7.6%) were *disagree* that they learnt English to be an educated person was supposed to be able to speak English and 39 students (49.4%) were *agree* that they learnt English to be an educated person was supposed to be able to speak English. Moreover, there were 34 students (43.0%) were *strongly agree* that they learnt English to be an educated person was supposed to be able to speak English. In addition, the mean score of Q14 was 3.35. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to be an educated person and to be able to speak English.

Table 4.4.15 Q15 Studying English is important to me so that I can be a more knowledgeable person

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.5	2.5	2.5
	Agree	39	49.4	49.4	51.9
	Strongly Agree	38	48.1	48.1	100.0
	Total	79	100.0	100.0	

Table 4.4.15 showed that 2 students (2.5%) were *disagree* that they learnt English to be more knowledgeable person and 39 students (49.4%) were *agree* that they learnt English to be more knowledgeable person. Moreover, there were 38 students (48.1%) were *strongly agree* that they learnt English to be more knowledgeable person. In addition, the mean score of Q15 was 3.46. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to be more knowledgeable person.

Table 4.4.16 Q16 Studying English is important to me so that I can broaden my outlook

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	41	51.9	51.9	51.9
	Strongly Agree	38	48.1	48.1	100.0
	Total	79	100.0	100.0	

Table 4.4.16 showed that 41 students (51.9%) were *agree* that they learnt English to broaden their outlook and 38 students (48.9%) were *strongly agree* that they learnt English to broaden their outlook. In addition, the mean score of Q16 was 3.48. It could be concluded that generally students batch 2016 had *high*

(please look at table 3.8 page 31) motivation to learn English to broaden their outlook.

Table 4.4.17 Q17 Studying English is important to me because I may need it later (for job, studies).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	41.8	41.8	41.8
	Strongly Agree	46	58.2	58.2	100.0
Total		79	100.0	100.0	

Table 4.4.17 showed that 33 students (41.8%) were *agree* that they learnt English to use it later (for job, studies) and 46 students (58.2%) were *strongly agree* that they learnt English to use it later (for job, studies). In addition, the mean score of Q17 was 3.58. It could be concluded that generally students were batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to use it later (for job, studies).

Table 4.4.18 Q18 Studying English is important to me so that I can understand English-speaking films, videos, TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	48.1	48.1	48.1
	Strongly Agree	41	51.9	51.9	100.0
Total		79	100.0	100.0	

Table 4.4.18 showed that 38 students (48.1%) were *agree* that they learnt English to understand English-speaking films, video, TV or radio and 41 students (51.9%) were *strongly agree* that they learnt English to understand English-speaking films, video, TV or radio. In addition, the mean score of Q18 was 3.52. It could be concluded that generally students had *high* (please look at table 3.8

page 31) motivation to learn English to understand English-speaking films, video, TV or radio.

Table 4.4.19 Q19 Studying English is important to me so that I can read English books, newspapers or magazines.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	42	53.2	53.2	53.2
	Strongly Agree	37	46.8	46.8	100.0
	Total	79	100.0	100.0	

Table showed that 42 students (53.2%) were *agree* that they learnt English to be able to read English books, newspaper or magazine and 37 students (46.8%) were *strongly agree* that they learnt English to be able to read English books, newspaper or magazine. In addition, the mean score of Q19 was 3.47. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to be able to read English books, newspaper or magazine.

Table 4.4.20 Q20 Studying English is important to me because I would like to spend some time abroad.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.3	1.3	1.3
	Disagree	11	13.9	13.9	15.2
	Agree	42	53.2	53.2	68.4
	Strongly Agree	25	31.6	31.6	100.0
	Total	79	100.0	100.0	

Table 4.4.20 showed those 1 student (1.3%) who *strongly disagree* to learn English to spend time abroad and 11 students (13.9%) who *disagree* to learn English to learn English to spend time abroad. Moreover, there are 42 students

(53.2%) who *agree* to learn English to learn English to spend time aboard and 25 students (31.6%) who *strongly agree* to learn English to learn English to spend time aboard. In addition, the mean score of Q20 was 3.3.15. It could be concluded that generally students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learn English to spend time aboard.

The correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. Before accessing the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English, the normality test was done. Normality test was used to show the measurement of the data of samples from the population is normal (Gunawan, 2015). This test should be done to show the analysis of data can be continued to test the hypothesis using parametric statistic.

Additionally, this normality test was using Kolmogorov-Smirnov technique. According to Gunawan (2015) Kolmogorov-Smirnov was used to test the normality of data individually. In addition, Gunawan (2015) said that the distribution of data would normal if the data significant was higher than 0.05. The normality test would be shown on the table as the following:

Table 4.5 Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Students' habit of listening to English songs	Students' motivation in learning English
N		79	79
Normal Parameters ^{a,b}	Mean	2.9734	3.0114
	Std. Deviation	.54272	.48038
Most Extreme Differences	Absolute	.228	.269
	Positive	.215	.250
	Negative	-.228	-.269
Kolmogorov-Smirnov Z		.887	1.206
Asymp. Sig. (2-tailed)		.410	.109

a. Test distribution is Normal.

One-Sample Kolmogorov-Smirnov Test

		Students' habit of listening to English songs	Students' motivation in learning English
N		79	79
Normal Parameters ^{a,b}	Mean	2.9734	3.0114
	Std. Deviation	.54272	.48038
Most Extreme Differences	Absolute	.228	.269
	Positive	.215	.250
	Negative	-.228	-.269
Kolmogorov-Smirnov Z		.887	1.206
Asymp. Sig. (2-tailed)		.410	.109

a. Test distribution is Normal.

b. Calculated from data.

Table 4.5 showed the normality test of students' habit of listening to English songs and students' motivation in learning English. The significant and Kolmogorov-Smirnov Z of the two variables were 0.410 and 0.109 and 0.887 and 1.206. It meant that the significant and Kolmogorov-Smirnov Z higher than 0.05. In conclusion, the distribution of the data was normal.

After examining the normality test, this research would measure the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. In addition, the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English would use Pearson's product-moment (r) to show the result correlation score. The result score would be shown on the table as the following:

Table 4.6 Correlations Test

		Students' habit of listening to English songs	Students' motivation in learning English
Students' habit of listening to English songs	Pearson Correlation	1	.386**
	Sig. (2-tailed)		.007
	N	79	79
Students' motivation in learning English	Pearson Correlation	.386**	1
	Sig. (2-tailed)	.007	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

The r value of correlation coefficient of the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English was 0.386. According to Gunawan (2015) r table for 79 N is 0.220. The table shows that r value was higher than r table. It can be conclude that there is correlation between the EED of UMY students' habit of listening to English songs and their motivation in learning English. Based on Cohen, Manion, and Morrison (2011) correlation coefficient (r) with range 0.35 to 0.65 (please look at table 3.7, page 30) was in moderate correlation category. It can be concluded that there is correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. Hence, the null hypothesis was rejected tha there is no correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Discussion

The EED of UMY students' habit of listening to English songs. The mean score for students' habit of listening to English songs was 2.72. It meant students batch 2016 *often* (please look at table 3.7 page 30) listening to English songs when they learning English. The highest mean score was Q7. The mean score of Q7 was 3.19. It could be concluded that generally students batch 2016 *always* listening to English songs to practice their speaking skill. According to Shen (2009) students who listened to English songs motivate and increase students' English language proficiency such as listening skill in language learning. It means that this current research supported and related to Shen (2009) research.

The lowest mean score was Q9. The mean score of Q9 was 2.05. It could be concluded that generally students batch 2016 *seldom* (please look at table 3.7 page 30) write the lyric of English pop songs that they heard. According to Shen (2009) students who listened to English songs had motivation and can increase their English proficiency in language learning. It means that this current research supported and related to Shen (2009) research.

The EED of UMY students' motivation in learning English. The mean score for EED of UMY students' habit of listening to English songs was 3.35 which meant that students batch 2016 had *high* (please look at table 3.8 page 31) motivation in learning English. The highest mean score was Q13 which is 3.65. It means students batch 2016 had *high* (please look at table 3.8 page 31) motivation to learning English to help them when they are traveling. According to Gardner and Lambert (1959) instrumental motivation is students want to get value and benefit from target language that they learnt such as they wanted to have a better job, and study abroad. This meant that this current research related and supported Gardner and Lambert (1959) research.

The lowest mean score was Q7 which is 2.59. It meant that students batch 2016 had *moderate* (please look at table 3.8 page 31) motivation to learning English to think like the English/Americans do. According to Gardner and Lambert (1959) integrative motivation is students' desire to learn and communicate with the society of their target language. For example, students want to know the custom, the way they behave, tradition and culture of society of their target language like English. This meant that this current research related and supported Gardner and Lambert (1959) research.

The correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English. The r value of the correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English was 0.386 and r table is 0.220. The r value was higher than r table. It meant that there is correlation between the EED of UMY students' habit of listening to English songs and their motivation in learning English. The r value with range 0.35 to 0.65 (please look at table 3.9, page 31) was in moderate correlation category. Therefore there is moderate correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English.

Hence, Aguirre, Bustinza, and Garvich (2016) found that students' motivation in learning English increased by listening to English songs. In the other hand, Shen (2009) stated that students' performance in learning English increased by listening to English songs. For example, students' listening skill in learning English increased by listening to English songs. Therefore, this current research related and supported Aguirre, Bustinza, and Garvich (2016) and Shen (2009) research.