

The Correlation between the Senior Secondary School Students' Habits of Listening to English Songs and Their Listening Ability

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Abstract

The goal of this study was to see if there is one a substantial difference relationship between the habit of listening to English songs as well as their listening skills. This study used quantitative methods and correlational research was used as a research strategy. This study's population consisted of students from SMA Negeri 2 class X Pangkep in the 2021/2022 school year. The samples were collected with the help of cluster random sampling technique consisting of 37 students. The instrument of this research is a Questionnaire of 20 numbers and a Listening test of 30 numbers. From the analysis of data and computations, it was found that there was no relationship between students who like to listen to music and their listening ability. The result of r_{xy} is -0.128 , and after consultation with r_{table} , $r_{xy} (-0.128) < r_{table} (0.334)$. This means that there is no correlation. The significant worth of this research was 0.000 where significant degree used was -0.128 . The hypothesis which states that There isn't any connection between habit in listening and listening abilities is (H_0) accepted so that the alternative hypothesis is rejected. Finally, there are a strong unfavorable relationship between listening habits and listening ability.

Keywords: *Habit, Listening and Song.*

1. Introduction

Listening is an active and intentional activity in which listeners generate meaning from contextual information and prior knowledge (Chamot and Kupper). There are four skills in language learning in English: listening, speaking, reading, and writing (Weena Kanadpon, "Listening: A good way to learn English"). Listening is a crucial part of learning English because it is one of the four main skills in language acquisition.

English songs are not simply entertaining and educational. They are also capable of being employed to educate a wide range of subjects of English skills. Songs come in a variety of styles also be a way to explain how you feel, according to some experts, because Music is an extremely popular medium, and most songs tell a story. Songs are also a fantastic way of displaying how phrases are connecting. Students can study

the contents of English songs while also training their ears to better understand English by listening to them. Problems with listening comprehension can be reduced if kids become accustomed to hearing English through music. Students' interest in English songs can lead to more frequent listening of English songs and more repetition of an activity.

The problem of this research was how the relationship between the habit of listening to English songs and the listening ability of students. What is the correlation between the student habit in listening to English song and their listening abilities? The objective of this research is to understand and explain whether there is a substantial difference relationship between students' habit of listening to English songs and their listening skills. The results of this research were expected to be used as information as follows: theoretically, the idea of this research is to contribute to English teachers and students to discover the relationship between students' English song listening habits and their listening skills. Practically, this finding is expected to increase students' insight and motivation in English learning, particularly in listening skills. And this research is also expected to provide further information for further researchers to conduct research related to listening skills.

There are previous related findings that are almost the same as the relationship between listening to students' music and their listening skills, including: The first is Nurjanah, Ira Miranti, and Nina Dwiastuty (2017) investigated the relationship between students' habit of listening to songs and their English listening skills. The study was

carried out at Trampil's senior high school for twelve-year-old students. East Jakarta is where the school is located. Correlational analysis was used in a survey as the method. According to the findings of the study, there is a strong and positive relationship between students' listening habits to songs and their English listening skills. It is demonstrated in the observed a rating of 39.286 and Sig of 0.000. Observed has a higher score than Fable (> 3.25), and Sig has a lower score (0.05). Based on this, the better students, we can deduce. Listening habits in listening song, the better students listening skill. The similarity between the Correlational research is similar to the current study and previous research and uses high school students as the population. However, there are also differences from previous studies, namely that they select students in 4 categories, namely (1) some students had minimum grades; (2) students come from different English skills; (3) students come from different socio-cultural backgrounds and (4) they come from multi-ethnic groups. Meanwhile, the researchers only divided students into two groups, namely those who had a hobby listening to English music and those who did not enjoy listening to English songs as a pastime. This research is also carried out during the pandemic.

2. Literature Review

Tarigan Listening is defined as well as the procedure for carefully listening to the meanings of words in order to gather information, capture the content or message, and comprehend the meaning of a communication presented by a speaker of speech or spoken language. Listening and

making deductions help Students gain an understanding of why they listen and which skills they can use to improve their listening abilities. The most important reason to pay attention is to make consequence. Listeners must (read between the lines) to understand what is being said. Brown, There are four different kinds of hearing. performance: prolonged listening, responsive hearing, intensive listening, and selective listening. There are two types of processes in the Listening activity: bottom-up processes and top-down processes.

In Teaching Listening There should be as much diversity as possible some visual style backup to the content for hearing to help the student understand the text. According to Djaali Witherington, A habit is a learned behavior pattern that are consistent, uniform, and fairly automatic. Intentional thoughts transform into intentional actions. Intentional actions are transformed into repetitive actions. Repetitive actions eventually become automatic. Automatic actions develop into habits. There are no general rules that can be applied to determine those elements precisely. The frequency with which actions should be repeated and the rate at which complexity can will be boosted be determined not to mention by genuine psychological elements such as interest, focus, and implementation, as well as nature of the situation tasks to be completed as well as natural abilities and proclivities. Students will always learn to listen if it is an enjoyable activity, not due to the fact that an examination, though, because it has become a habit. Time to pay attention shows that pupils are skilled listeners habits. Songs can also help students learn more about the culture. they are studying. When people used songs to learn, they can use them as a

medium. By comprehending the meaning of the song's lyrics and idiom, the instrument can be used to introduce new vocabularies. Listening to and then analyzing English songs is a key step toward English mastery, as well as one example of a form of media that can be used in a variety of ways to improve proficiency in the English language. Students can apply their punctuation skills to comprehend the meanings of songs by adding songs into listening activities, resulting in an improvement in their listening abilities and students can have a delightful, enduring, and stimulating learning experience.

Perhaps the most important advantage of the benefit of employing songs in the classroom is that they may be used in a variety of ways entertaining. Students' enjoyment is a vital aspect of studying a foreign language that is frequently overlooked by teachers, and songs can offer variety to the Students' motivation will be boosted as a result of the classroom routine.

3. Research Methodology

This research used quantitative as the method to analyze the data. According to Creswell (1994), quantitative research is a research design that is used for collecting data in numerical form. Therefore, in quantitative research, the change of number can be accessed accurately. In this study, correlational research (Relationship Study) is used as the research strategy. The correlational study examines the relationship between two or more variables without attempting to manipulate them (Jack R. Fraenkel and Norman E. Wallen 1993:328). The researchers looked at the relationship between variables X and Y in this study. The

two variables were the students' habit of listening to English songs (X) and their listening ability (Y) (Y). The dependent variable was listening skill, while the independent variable was students' habit of listening to English songs.

A population is a collection of people who share a common trait that makes them different from the other group. The populations in this research were students of the Ten grade of SMA Negeri 2 Pangkep. in the academic year of 2021/2022. The researchers employed a cluster random sampling strategy in this study. It indicates that the researchers choose a group from the population at random. The researchers gave

the questioner to choose who has a hobby of listening to the song and those who do not have a hobby of listening to the song. Because the group in the population was homogeneous, the researchers utilized cluster random sampling.

The goal of the test was to assess the pupils' ability to listen to English songs. Listening tests and questionnaires are used in the test. The first is students' habits in English singing were the subject of a questionnaire. Questionnaire is design to collect information about students' habits when it came to singing in English. The questionnaire is consisting of 20 items, the scoring scale ranging from 1 to 4.

Table 1. Questionnaire Elements

Indicators	Item Number		Total Item
	Positive	Negative	
Repetitive Action	1, 2, 3, 4, 5	6, 7, 8	8
Attention	9,10,11, 12, 13, 14, 15	16, 17	9
Getting the Meaning	19, 20		3

The second is a test of listening ability. The researchers employed TOEFL section A, which consists of 30 items and four distractors, as a listening test a, b, c, d. Researchers used TOEFL as a test because it was late to test its validity and the TOEFL was rated as being able to measure someone's listening ability. After testing the listening skills, the researchers came up with the results of the pupils and discovered the truth of the test questions using a conversion table in which students were given a score

according to the correct answer, for example 9 got a score of 32 and then multiplied by 10 so the student's final score was 320, the value was 32 has been determined from the conversion table.

The data was then analyzed using the correlation product-moment formula in SPSS 25.0. The researchers use tests and Questionnaires were used to collect information for this study. The exam was used to gather data on listening aptitude,

while the questionnaire was used to gather information on students' listening habits.

4. Findings and Discussions

The researchers gave students a questionnaire which was consisted of 20. The researchers used the Likert Scale, which is a scale with

numerous points or spaces, generally three but no more than seven (Wiersma, 2000: 305), and the alternatives were mostly in the form of "selalu" (4), "kadang-kadang" (3), "jarang" (2), and "tidak pernah" (1). The table below explains the descriptive statistics for students' Questionnaire:

Table 2. Questionnaire Results

Interval	Category	Frequency	Percent
81-100	Always	0	0%
61-80	Frequently	3	8%
41-60	Sometimes	34	91%
21-40	Rarely	0	0%
0-20	Never	0	0%
Total		37	100%

From the table above, the result shows that there were 3 students (8%) in Frequently category and 34 students (91%) in Sometimes category.

Table 3. Listening Test Results

Interval	Category	Frequency	Percent
25-30	Very Good	0	0%
19-24	Good	3	8%
13-18	Average	34	91%
7-12	Poor	0	0%
0-6	Very Poor	0	0%
Total		37	100%

For the Listening test, the researchers gave students a TOEFL test in multiple choice form which was consisted of 30. which is where TOEFL has its own formula for adding

up exam results. From the table above, the result shows that there were 3 students (8%) in Good category and 34 students (91%) in Average category.

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R_{xy}	Interpretation
0.00 – 0.20	Very low / weak
0.21 – 0.40	Weak
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very high

Table 4. The Simple Interpretation of r_{xy}

	Students listening English song Habit	Listening Skill
Pearson Correlation	1	-,128
Sig. (2-tailed)		,449
N	37	37
Pearson Correlation	-,128	1
Sig. (2-tailed)	,449	
N	37	37

Table 5. Correlation Results

The research used the Pearson Product-Moment Correlation determine whether or whether there is a substantial connection between Habit in listening English Song and Listening abilities. From the result above, the correlations index was -0.128, the degree of coefficient significance correlation was 0.000

and N= 20. It can be seen at simple interpretation toward the correlation index “r” product-moment (r_{xy}).

The researchers evaluated the Alternative hypotheses are pitted against null hypotheses (H₀). after assessing the normality and

linearity data (H_a). The following was the theory that was put to the test:

$$H_0 = r_{xy} < 0$$

When the value of r_{xy} is 0 or less than 0, The null hypothesis is believed to be true, indicating that There isn't any association.

$$H_1 = r_{xy} > 0$$

When the value of r_{xy} is greater than 0, it indicates that there is a positive correlation or that there is a correlation.

Based on the table 5. the substantial worth of this research was 0.000 where a considerable amount used was -0.128. The hypothesis which states that there is no relationship between habit in listening and listening ability is (H_0) accepted so that the alternative hypothesis is rejected. In conclusion there is a significant negative correlation between habit in listening and listening ability.

5. Conclusion

According to the findings of the discussion and research in the preceding chapter, it can be concluded that: Students' Questionnaire of the ten grades of SMA Negeri 2 Pangkep specifically in X MIA CRD and X MIA AIN was mostly in average category. There were 3 students (8%) in Good (B) category and 34 students (91%) in Average (S) category, Students' listening ability of the ten grade of SMA Negeri 2 Pangkep specifically in X MIA CRD and X MIA AIN does not have a category because in Indonesia the TOEFL does not have a certain standard value, depending on the university or institution when giving the test, Based on the outcome of findings and discussion which had been

described in previous chapter, the researchers draw concludes that there is no a strong link between students' grades and their grades habits of listening to English songs and their listening abilities performance at the ten grade students of SMA Negeri 2 Pangkep. The result of r_{xy} is -128, and after being consulted to the r_{table} , $r_{xy} (-128) < r_{table} (0,334)$. It means there is no correlation.

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