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THE CORRELATION BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONGS AND LISTENING COMPREHENSION

Vinni Septaviani¹, Nurdin², Andi Muh. Dakhalan³

septavianiv@gmail.com

English Tadris Study Program, Tarbiyah and Teacher Training Faculty
Datokarama State Islamic University

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ABSTRACT

Students in Indonesia need the motivation to be more interested in English lessons, one of which is by giving songs in class. The English song can attract the students in the teaching and learning process for English class. The students at SMAN 1 Palu have a low ability in listening comprehension. This research aims to find out the relationship between the students' habits in listening to English songs and their listening comprehension achievement. The result of this research consists of the interpretation of data obtained in this research, the relation of data obtained with the theories from both variables, and the relation comparison of this research with the previous students. The result data was obtained from 20 students of eleventh grade at MAN 1 Palu. Based on the result, the scores of sig between the effect Like Song and Don't Like Song were 0,231 or more than 0,05. Then the researcher concluded that Listening to English song habits has a correlation with listening comprehension of the eleventh-grade students of MAN 1 Palu revealed by the mean score of the students' questionnaire. The mean score level was 48.40%, which is a high category level.

Keywords: *Correlation; Listening English Song; Listening Comprehension.*



INTRODUCTION

In Indonesia, English lessons have become a compulsory subject from elementary to university level. This shows how important English is to be mastered by the Indonesian people. In reality, English lesson is becoming a scourge for students, especially in outlying areas. Not a few students are truant during English lesson hours; this is because they have not realized how important English is to be mastered. After all, they feel that English language is not their first language that will be used when communicating daily.

Students in Indonesia need the motivation to be more interested in English lessons, one of which is by giving songs in the classroom. The English song will make the teaching and learning process in the English class more fun and interesting. English songs are not only fun and interesting, but also very useful in teaching many skills in English. Some experts say that music is a universally popular medium, and songs often tell a story. Songs are an excellent means of showing how sentences are linked. By listening to English songs, students can learn the contents of the song and train their ears to be more familiar with English vocabulary. When the students get used to listening to English songs, the problems in listening comprehension can be reduced. Interest in English songs can make students listen to English songs more often, and it can form a habit. A student who likes listening to English songs will usually listen to the song over and over again. Thus, the intensity of listening to music will become a habit for him unconsciously. Turning on radio tape, cell phone, laptop, computer, or other media will be done automatically and effortlessly whenever he wants.

Many students enjoy listening to and singing English songs. More teenagers are starting to enjoy English songs. For some people, this hobby -listening to English songs- will make them more curious and excited about learning English. They will listen to English songs as often as possible, start singing the song aloud to imitate the singer, memorize the lyrics, and become increasingly curious to find out the meaning of the song. If they come across some difficult words, they will ask other people who have good English or they can open a dictionary and find the meaning. This kind of activity will help them to improve their English. Even though they only listen to songs, their habit of listening to English songs can help their ears to recognize English words and sounds.

Based on the research observations during the Field experience program at MAN 1 Palu, many students in the school, especially eleventh-grade students have a low ability in listening comprehension. It can be seen from the results of the learning process by the English teacher. Besides the students' low ability in listening comprehension, lack of vocabulary is also a major problem faced by some students. Nevertheless some of them can immediately understand what native speakers say in listening activities. Several teaching methods have been applied by the teacher to attract the students' interest in learning English. In addition, the teacher also uses several kinds of media to teach English such as pictures, games, songs, posters, etc. After observing the teaching and learning process in listening class using song as a medium, some students seemed enjoy the atmosphere in the classroom and excited in listening to the song. Thus, the researcher was interested to find out the relationship between the students' listening habits and their listening comprehension.



To strengthen this research, the researcher tried to find the research that relate to this research. Sholehudin in his research, entitled: The Correlation between Students' Listening English Songs Habit and Their Listening Skill at The Second Semester of The Eleventh Grade of MA AL-ISLAM Bunut Pesawaran in The Academic Year of 2016/2017, found that habit in listening English song has significant correlation toward their listening skill. It proves that the habit in listening to English songs has a significant positive correlation and contribution to listening skills. Despite the fact that Sholehudin has been approved the correlation between the students' habits in listening to the English songs and the students' listening skills, the researcher intended to seek the correlation between the students' listening habits and their listening comprehension in second-semester students of class XI MAN 1 Palu.

LITERATURE REVIEW

Listening

Listening is one of language skill that needs concentration. It is the psychomotor process of sound waves through the ear and transmitting nerve impulse to the brain. In other words, listening has a very complex process. Although listening comprehension may sounds like the receptive skills, it does not mean that listening is also a passive activity.

Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. When we listen to something, we have a purpose in doing so. It may mean that we do not listen to a word but we listen to the meaning behind the words.

Listening is the ability to identify and understand what others are saying. This involves understanding a speakers' accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance defines listening. Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know (Howatt & Dakin cyted by Fan Yagang, 2010).

Based on definition above, it can conclude that listening is hearing activity with purposed to understand what the utterances. So are listening is part of activity in life to get the meaning of what has been said.

Listening Habit

Habit is an acquired way of acting which is persistent, uniform, and fairly automatic. In a pattern of behavior that is regular and which has become almost automatic as a result of repetition.

In Worden most of us spend about 45 per cent of our time listening. To be effective communicators, students' must be effective listeners. Remember only half of what hear immediately after listening. Students' can learn by listening. It gives students' time to think, it can solve problems, it can help us make better decision and give students' self-confidence, and it can help persuade other. With conscious practice of good listening habits, the time we spend listening can be productive and creative, that's mean the listening habits is formed



from the time we spend to listen. In Gfeller et al they indicate the amount by selecting one of five categories of listening time per week it is 0 – 2 hours weekly, 3 – 5 hours weekly, 6 – 8 hours weekly, 9 hours weekly, 9 or more hour weekly.

Based on the explanation above, it can be concluded that listening habit as the time we spent to listen, therefore, listening habit is an activity in listening perform repeatedly that done early with the goal of understanding and can provide a reciprocal response in a conversation which is become almost as a result of repetition. In the listening habits we must have a sense of desire and willingness to take advantage of someone speech or another.

Learning habits can be interpreted as a method or technique that settle on students at a time to accept the lesson, read a book, tasks and timing for completing the activities. The habits of learning are divided into two parts; there are Delay Avoidance (DA) and Working Methods (WM). The avoid and shows the timeliness of completion of academic tasks, avoid the things that allows a delay in the completion of the task, and removes incentives that would interfere with concentration in learning. While Work Methods refers to the use of method (procedure) effective learning, and efficiency in doing academic and learning skills. Habit can be defined as psychological dispositions to repeat behavior. They are acquired gradually as people repeatedly respond in a recurring context. Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind.

Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. Which indicated that stimulus and response work together. Pavlov's finding the theory behaviorism and adopted Classical Conditioning theory to explain all types of learning and B. F. Skinner's with the Operant Conditioning which is both of theory stated that learning is a mechanical habit formation and proceeds by means of the frequent reinforcement of a stimulus and response sequence has enormous impact on language.

The behaviorism theory that learning occurs when a change in the form of behavior can be observed, when the habit of behaving form under the influence of the events that occur in the neighborhood (Hadis, 2008).

Habit in Listening Song

Habits are series of steps learned gradually and sometimes without conscious awareness (McGovern, 2020). When one is doing a habit, it diminishes the conscious attention with which his/ her acts are performed (James, 2020). It means that he or she is not aware what he or she is doing because the acts are often done by him or her several times. It all begins in one's mind. Intentional thoughts become intentional actions. Intentional actions become repetitive actions. Repetitive actions become automatic actions. Automatic actions become habits. Repeated action can lead to the formation of habits and identification as the kind of person, that performs the behavior (Lally et al., 2020).

Listening is the activity of paying attention to and trying to get meaning from something that we hear. Listening is seen as (primarily) active use of language to access other people's meaning. Therefore, we may conclude that habit in listening to English songs is the routine and automatic activity of paying attention to get meaning by listening songs which have words, melody, rhythm sung by a singer in English words by person in daily life.



The author of *Learning Abilities Book*, stated that by singing and listening a song, someone can develop their ability to learn something and also at the same time can build their activity (Fakhomah, 2020).

Songs are not only good for language learners, but for language teachers songs offer an interesting techniques in presenting the language focus because it provides enjoyment especially in rising excitement and self-confidence for both learners and teachers. Through song, students can learn a set of vocabularies and pronounce or read it correctly, so they can use it to communicate with others. Song takes them to the other side of teaching-learning process, but still, there is the material included. For variety of reason, songs are “stick in the head” or enjoyable and highly memorable.

The advantages using songs in the classroom as follow:

- a. Music and songs are “tools for living”, and the topic holds great value that can be explored as a material in learning language focus.
- b. By looking at music and songs critically, the teacher can also help the students to develop the means to sort out the good from the bad based on the content of the songs.
- c. For the teacher, it can be a tremendous learning experience where he is a source for the language. (Sholehudin, 2017)

The habit of listening to English songs brings some advantages for English learner. Beside the advantages mentioned before, the learners can also the performance of their favorite singers who perform the songs. People love songs, usually, because of the singers, and vice versa.

METHOD

The research used correlational research. Correlational research is the relationship between two or more variables studied without any attempt to influence them (Fraenkel & Wallen, 1993). In general, it enables to draw conclusions about correlation that is, about the extent to which two variables or more are interrelated, such that when one variable increases, the other increases or decreases in a somewhat predictable way. It enables the researcher to predict one variable on the basis of their knowledge of another but not to draw a conclusion about a cause-effect relationship. Correlational research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between two variables. The correlation research combines the variation of two or more variables (Kothari, 2004). Therefore, the research only focused on the correlation between students’ habit in listening English song and their listening skill.

The population of the research was the eleventh-grade of MIA, consisted 120 students and divided into four classes, which consisted of XI MIA 1 until XI MIA 4. Each class consisted of 30 students. By taking quota sampling, the selection of members in this sampling technique is carried out based on predetermined standards. In this case, when the sample is formed based on certain attributes, the sample created to be of the same quality as that was found in the total population. Step is a fast sample collection method and the research takes 20 samples.



This study has two variables, namely the independent variable and the dependent variable. The independent variable is a variable that affects the occurrence of change or the occurrence of the dependent variable. The dependent variable is a variable that is affected or which is due, because of the independent variables. So in this study, there are two variables, namely:

1. The independent variable is listening comprehension achievement.
2. The dependent variable student habit in listening English song.

In this research, the researcher examined the correlation of variable X and variable Y. These two variables were: students' listening English song habit (X) and their listening comprehension (Y).

FINDINGS AND DISCUSSION

Findings

The researcher described generally the description of data that was gathered during the research. The researcher collected the data from the result of questionnaire and the validity and reliability test that was ever conducted before research. There were 20 numbers of the statements given to the students of eleventh grade students of MAN 1 Palu.

1. The data of students' habit in listening to English song were collected by using a questionnaire. From the instrument of students' habit in listening to English song, it is found that the highest score is 50 and the lowest one is 46. The mean score is 48.400.
2. The data of students' Listening Comprehension was collected by using a test. From the test of listening comprehension, it found that the highest score is 29 and the lowest one is 20. The mean score is 0.231.

Discussion

The discussion consists of the interpretation of data obtained by the researcher to find out whether there is a correlation between students' habits in listening to English songs and their listening comprehension achievement. There are two variables in this research: (1) The independent variable is the students' habit of listening to English songs, and (2) the dependent variable is the students' listening comprehension achievement. In data analysis, the first result of descriptive statistics shows 48.40 or more than 0,05. It means the data distribution was normal. The second result of the correlation above is the average score of the students' listening comprehension achievement is 0.231 or more than 0,05. This shows that the average listening comprehension achievement score is low. It means there was a noted effect between students' habits in English songs and listening comprehension achievement. This shows that the average score of listening comprehension achievement is high. Based on these values, it can be concluded that the learning achievement of the students 'of MAN 1 Palu, especially in class XI is rather high. The computational analysis of the data is to find out whether there is a relationship between students' habits in listening to songs and listening comprehension achievement.



The analysis of the hypothesis result is explained as follow: The result of the first hypothesis test shows that there is a significant correlation between students' habit in English song (X) and listening comprehension achievement (Y). It can be proved from the product-moment correlation test result that (48.40.0.231) for the level of significance 0.05. It means that the English song (X) is a good predictor for the success of listening comprehension achievement. The research assumes that the students' habit of English songs is a good predictor for the success of listening comprehension achievement. The analysis of the result, there is a positive correlation between the students' habits in English songs (X) and listening comprehension achievement (Y). Therefore, the students' habit with English songs is an important factor in listening comprehension achievement.

Based on the discussion of the hypothesis tasting above, it can be concluded that the students' habit of English songs has a high contribution to the listening comprehension achievement of the eleventh-grade students of MAN 1 Palu in the academic year 2020/2021. The contribution given by the students' habit of English songs to the listening comprehension achievement is higher. It also can be concluded that English songs and the students' habits in English songs are good predictors for the listening comprehension achievement be high level. Then, if the students have a good habit of listening to English songs, it can be predicted that their listening comprehension achievement be good. Thus, the researcher assumes that listening comprehension achievement follows the increase or decrease of students' habits in listening to English songs.

CONCLUSION

Based on the research that has been conducted, the result brings to the following conclusion that there is a correlation between Listening English song habits with listening comprehension of the eleventh students MAN 1 Palu revealed by the mean score of the students' questionnaire. The mean score level was 48.40% as a high category level.

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