

**THE CORRELATION BETWEEN STUDENTS' HABIT IN
LISTENING TO ENGLISH SONGS AND THEIR LISTENING
COMPREHENSION AT THE SECOND GRADE OF
SMAN 1 BANGKO**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor
Degree(B. Ed) in English Language Education Program*



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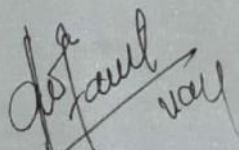
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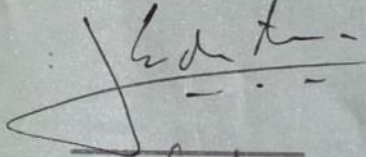
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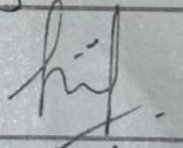
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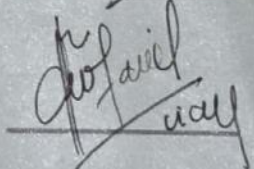
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Finally, the writer realizes that this thesis is not perfect yet. However, the writer hopes this thesis can be helpful for all people. Furthermore, any criticism and comment are acceptable for improving this thesis from the weaknesses.

Padang, October 2022

The writer

ABSTRAK

Nisa, Husnatun (2022): Hubungan Kebiasaan Siswa Mendengarkan Lagu Berbahasa Inggris dengan Pemahaman Mendengarkan Siswa Kelas II SMAN 1 Bangko. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni.

Penelitian ini bertujuan untuk menguji hubungan antara kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dan pemahaman mendengarkan mereka. Penelitian ini menggunakan desain korelasional. Dalam penelitian ini yang menjadi populasi penelitian ini adalah seluruh siswa IPA kelas XI SMA N 1 Bangko. Kemudian sampel sebanyak 31 siswa dan penentuan sampel dilakukan dengan cluster random sampling. Dalam mengumpulkan data, peneliti memberikan angket dan tes mendengarkan sebagai instrumen penelitian ini. Kuesioner digunakan untuk mendapatkan skor kebiasaan menyimak siswa, sedangkan tes menyimak digunakan untuk mendapatkan skor pemahaman menyimak siswa. Setelah itu, data dianalisis dengan Pearson Product moment. Berdasarkan analisis data, ditemukan bahwa sig. (2-tailed) nilainya adalah 0,000. Ini lebih kecil dari nilai alpha 0,05 sig (2-tailed) dan $r = 0,603$ yang berada pada level tinggi. Hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dari temuan penelitian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dan pencapaian pemahaman mendengarkan mereka.

Keywords: Korelasi, Kebiasaan mendengarkan siswa, Pemahaman mendengarkan siswa

ABSTRACT

Nisa, Husnatun (2022): The Correlation between Students' Habit in Listening To English Songs and Their Listening Comprehension at the Second Grade of SMAN 1 Bangko. Thesis Padang: English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

The research aimed at examining the correlation between students' habit in listening to English songs and their listening comprehension. This research used correlational design. In this research, the population of this research was all science students of eleven grade at SMA N 1 Bangko. Then, there were 31 students as the sample and the sample was decided by using cluster random sampling. In collecting the data, the researcher gave a questionnaire and listening test as the instruments of this research. Questionnaire was used to get the score of students' listening habit, meanwhile listening test was used to get the score of students' listening comprehension. After that, the data were analyzed by the Pearson Product moment. Based on the data analysis, it was found that the sig. (2-tailed) value was 0.000. It's smaller than 0.05 sig (2-tailed) alpha value and $r = 0.603$ which was at a high level. Null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) was accepted. From the research finding, it can be concluded that there was significant correlation between students' habit in listening to English songs and their listening comprehension achievement.

Keywords: Correlation, Students' listening habit, Students' listening comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The curriculum in Indonesia designates English as a compulsory subject at the high school level to develop students' capacity to have communication skills in relational, transactional, and functional conversation, employing variably spoken and written English texts coherently by utilizing correct and appropriate language components, in the context of life at household, academy, and association (KEMENDIKBUD, 2014). All aspects of learning attempt to make the students use English in the real world outside the classroom. Therefore, in Indonesia, the curriculum currently applies “Learning by doing” and student-centered learning on learners where students are required to be active learners (KEMENDIKBUD, 2014). Thus, in many schools in Indonesia, teachers encourage students to become active students and learn independently inside and outside the classroom.

Furthermore, English as a foreign language course appears challenging, demanding, and stressful for learners. Hashemi (2011:1812) stated, while learning a foreign language, language learners commonly express anxiety, trepidation, and anxiousness. English subject at school does not provide sufficient time to learn English. Lesson hours to learn English in class are not proportional to the requirements of learning outcomes. Learning a language also depends on exposure or how often the speaker exposes himself to the target language. According to

Kozhevnikova (2019:433), elements that determine success in learning a language is language exposure. Language exposure is essential for successful language teaching and acquisition. Language exposure refers to the number of times learners are exposed to the target language and culture. It means language exposure can also refer to someone's habit because habit is a person's repetitive activity spent doing something for example interacting with English.

Moreover, Zoubi (2018) investigated the impact of English language exposure on language acquisition. The results revealed that there was a strong impact of exposure in learning English language. Also, there was a significant statistical correlation between exposure to the target language and developing the four language skills (listening, writing, speaking, and reading). As explained in the definition above, exposure is essential and occurs every time a person interacts with the target language. For instance, when a language learner talks with native speakers or teachers, reads books or magazines, gathers information from various media sources, watches YouTube videos and movies, and listens to English song, they are examples of language exposure. The more frequent someone is exposed to English, as in the aforementioned activities, the more possible it is to become their habits. According to Dubray (1910) Habit is a result of repeated behaviors and the capacity to repeat them. Habit can develop if someone is exposed to something frequently. A person's exposure to a language is essential to their ability to master the language. If a student does not have enough exposure to the target language, there will be fewer chances to

master the language. On the other hand, if students get used to being exposed to the target language, and exposed to the language become their habit, then it is easier for them to master that language. Students at the high school level are usually used to exposing themselves to native English listening, like English movies, native speaker's vlogs, and the most frequent one is English songs.

Moreover, in English, some skills are strongly related to one another: productive skills and receptive skills. Productive skills include speaking skills and writing skills, while receptive skills include listening skills and reading skills. Listening is a dynamic process where the listener contributes significantly to the general message that is shared between the listener and the speaker (Lukong, 2016, pp. 120-121). It means that listening is a crucial part of the process in communication because it is necessary for offering a significant response. In addition, Listening is vital in communication since it is estimated that listening accounts for 40-50 percent of total time spent communicating, while speaking accounts for 25-30 percent, reading accounts for 11-16 percent, and writing accounts for roughly 9 percent (Mendelsohn, 2015, p. 9). From the statement above, it can be seen that people in communicating mostly do listening. Listening is the first skill that must be mastered to effectively communicate in a foreign language because listening contributes to over half of the entire time spent communicating. Moreover, Renukadevi (2014:60-61) stated, "Listening raises a person's awareness of the language because it is a receptive skill that develops first in a human being. Listening to the target language

enhances language competence”. Accordingly, in theory, listening skills influence language ability. Listening has always been considered as the foundation of communication. Listening is the most crucial factor in developing language abilities and one of the most common English listening sources is English song.

The majority of people choose to spend their daily activities listening to music nowadays and it becomes a habit. Students prefer choose to expose themselves to authentic learning resources, such as listening to English songs because it is interesting and pleasant. When they listen to a native English song repetitively, they will automatically recognize how the native speaker pronouns sentences in English. As a result, they will be able to speak English fluently and with improved pronunciation. In addition, while listening to the song, one also read the lyrics of the song which will help someone memorize many new English vocabularies. Through song, memory skills can be strengthened, as well as aural discernment (Cong & Gan, 1997, p. 17). Not only fun and exciting for students, but songs can also help students develop their memory skills. A song can make students focus on the words in it, and allowing them to memorize the words. In conclusion, if someone increases their habit of listening to English songs could improve their listening comprehension and will automatically improve their entire English skills.

Moreover, Angliawati (2011:14) argues that one habit that can improve listening skills is listening to music because listening to music and singing songs are joyful experiences for most students. As a result, they prefer to improve their English

by listening to English song. English song is very popular among Indonesian teenager nowadays. Indonesian young people are familiar with English songs and even listen to songs most of the time. Due to frequent listening to English music, students can automatically learn and develop their language skills. Hence, songs can help students to learn a language and avoid boredom that can be experienced while learning. The habit of listening to English songs can be considered as the most exciting and enjoyable activities that can help students learn English. In learning English, the habit of listening to songs is a pleasurable way to provide student learning experiences while learning English and improving their listening skills. In addition, Falioni (1993) states that “Almost all grammatical elements may be found in music texts, as well as a large range of vocabulary, all of which can be used to develop the four communication skills”. This sentence describes that songs can assist students in improving all skills in learning English.

In addition, students use the internet very often every day. Students are very familiar with the internet as a medium of information, communication, and marketing. All information can now be accessed and obtained via the internet. Students widely use the internet in the school environment for learning materials. According to Dwi Hadya Jayani (2021) stated in *Badan Pusat Statistika*, the use of the internet for learning activities for students aged 5-24 years continues to increase. In 2020, there are 59.33% of students using the internet. This figure overgrew from

33.98% in 2016. In the last two years, high school students accessing the internet increased to 91.01%.

Moreover, Stephanie (2021) stated in *KompasTekno*, according to a report by the British media company *We Are Social*, which released a report containing research results that Indonesians spend an average of 8 hours 52 minutes per day accessing the internet. The time students spend accessing the internet, almost 35% of that time is used to listening to music. Furthermore, Ervina Anggarini (2017) stated in *CNN Indonesia*, "compared to other countries in the world, Indonesian listeners are among the most active in listening to music. On average, Indonesians listen to music for at least 3 hours a day". School-age students considered listening to English songs as a hobby and hobby become habit. Tri Utami (2018) stated that teenagers' hobby of listening to music, particularly English songs, can automatically lead them to master a foreign language. The majority of them will not only understand the meaning of English lines in the lyrics, but also pronounce the English words and enhance their vocabulary. From the data above, it can be concluded that most of the high school students spent their time listening to music, especially English songs.

In this case, the researcher conducted the research on the SMA N 1 Bangko because recently SMA N 1 Bangko implements a particular program to learn English for its students. This program make students learn English with more lesson hours and one of which lesson is taught about English songs material. SMA N 1 Bangko has implemented the latest *Kurikulum 2013*, where one of the subjects taught is Song

which is mentioned in KD 3.9 and KD 4.9 for second grade student. Students of SMA N 1 Bangko learn and listen to English songs with a longer duration than other schools. The learning method in the Song material is students listening to various English songs and transcribing them, imitating the pronunciation by singing according to the song they are hearing, and capturing the message in the song (*SILABUS BING SMA KLS XI WAJIB*). It can be seen that students at SMAN 1 Bangko are very familiar with English songs because the frequency of listening to English songs in class is more frequent; it is even possible that they often listen to English songs outside of the classroom. That is why students at SMAN 1 Bangko are the ideal sample for this research on the correlation of the frequency of listening to English songs and their English achievement in class.

There have been some researchers that have done the study toward the habit in listening to English songs and students listening comprehension. Ratnasari (2007) conducted descriptive qualitative research with the goal of her study is to see how songs affect students' ability to pronounce English words correctly. Then in 2017, Silvia (2017) conducted a research that describes the correlation between students' habit in listening to English songs and their listening comprehension achievement. In the same year, Listiyaningsih (2017) discussed about the influence of listening English song to improve listening skill, especially in the listening class. Next, Prasetia (2017) conducted a research about the effectiveness of using English song on students' listening ability. Next, Nurjanah et al. (2018) conducted a research that talk

about students' habit in listening to English songs and its relationship with listening comprehension. Next, Putri (2019) talked about the correlation between students' habit in listening to English song and their listening comprehension. In the same year, Faratami (2019) talked about the relationship between listening habit to English song and listening comprehension. Next, Aisyah (2020) investigated about the influence of students' listening habit of English songs toward students' reading comprehension.

Several previous studies have shown the effect of the habit or frequency of listening to English songs on students' listening abilities with various research methods. There are studies looking for the correlation, effectiveness and discussion of the effects of the song itself with various subject and object differences, as well as different writing styles. This study examined the exact correlation between the two variables and how strong the correlation is with a different population and sample as well as differences in research instruments where a listening test in the form of listening to songs is applied in this study.

By referring to the previous studies, it is assumed that students' habit in listening to English song will have a correlation with their listening comprehension. A study to investigate the correlation between the students' habit in listening to English song and their listening comprehension should be conducted. The study is done under the title *The Correlation between Students' Habit in Listening to English Songs and Their Listening Comprehension at The Second Grade of SMAN 1 Bangko*.

B. Identification of the Problem

Based on the background information stated above, the identification of the problem is as follows: For Indonesian students, English as a foreign language course appears challenging, demanding, and stressful. The development of students listening comprehension might be influenced by several factors, including students' listening basic ability, students' exposure or their habit in English listening resources, and also attractive learning media. Therefore, this study will see the correlation between the students' habit in listening to English song and their listening comprehension at the second grade of SMA N 1 Bangko.

C. Limitation of the Problem

Based on the background of the problem and the identification of the problem above, the research is limited to finding the correlation between the students' habit in listening to English song and their listening comprehension at the second grade of SMA N 1 Bangko.

D. Formulation of the Problem

The research problems are formulated in the following questions:

1. How is students' habit in listening to English song of the second grade students of SMA N 1 Bangko?
2. How is students' listening comprehension at the second grade of SMA N 1 Bangko?

3. Is there any significant correlation between students' habit in listening to English song and their listening comprehension at the second grade of SMA N 1 Bangko?

E. Purpose of the Research

Referring to the problem statement above, this study has some purpose:

1. To investigate the habit in listening to English song of the second grade students of SMA N 1 Bangko.
2. To investigate the listening comprehension at the second grade students of SMA N 1 Bangko.
3. To see the correlation between students' habit in listening to English song and their listening comprehension at the second grade of SMA N 1 Bangko?

F. Significance of the Research

1. Theoretically

This study is intended to provide a new perspective from previous research and to provide information regarding the correlation between the students' habit in listening to English song and their listening comprehension. Perhaps it can improve the teaching and learning process of the English language, particularly listening.

2. Practically

Hopefully, this research encourages other ELT researchers to explore further research about the correlation between the students' habit in listening to English song. The results of this study will also expectantly provide an understanding of a new concept of whether listening to English songs can or not help students improve their listening skills. Furthermore, teachers can develop ideas and suitable treatments to improve students' listening comprehension as a result of the findings of this study.

G. Definition of Key Terms

1. Listening

Listening is an active and dynamic process of hearing, perceiving, understanding, memorizing, and responding to other people's information. Listening is more than just hearing something. Listening is giving complete concentration to a sound; in other words, it involves the ear and the mind.

2. Habit

Habit is an outcome of repeated actions and the capacity to repeat them. Habit is something that progressively, repeatedly, and persistently. Habit can be defined as daily experience demonstrating that repetition of behaviors results in aptitude to act or react in the same way.