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## CORRELATION BETWEEN THE STUDENTS' HABIT IN LISTENING TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT SMA NEGERI 10 PALEMBANG

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**ABSTRACT:** The objectives of this study were to find out whether or not there was any significant correlation between students' habit in listening to English songs and their vocabulary mastery of the eleventh graders of SMA Negeri 10 Palembang and to measure how much students' habit in listening to English songs contributed to their vocabulary mastery. The sample of this study was 80 students taken by purposive sampling technique. The method used in this study was correlational study. The instruments to collect the data were questionnaire and test. In analyzing the data, the writers used Pearson Product Moment and regression analysis. The result of correlation analysis showed that the *r-value* (0.818) was higher than *r-table* (0.344) at the level of probability (*p*) significance with sig.2-tailed (0.000) was lower than the alpha value (0.05). It can be concluded that there was a significant correlation between students' habit in listening to English songs and their vocabulary mastery. The result of regression analysis showed that value of  $R^2$  was 0.669 and *p-value* (0.000) was lower than  $\alpha$ -value (0.05). It indicated students' habit in listening English songs positively contributed to their vocabulary mastery as much 66.9%.

**Keywords:** *listening habit, English songs, vocabulary mastery*

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## HUBUNGAN ANTARA KEBIASAAN SISWA MENYIMAK LAGU BAHASA INGGRIS DAN PENGUASAAN KOSA KATA DI SMA NEGERI 10 PALEMBANG

**ABSTRAK:** Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan yang signifikan antara kebiasaan siswa menyimak lagu berbahasa Inggris dengan penguasaan kosakata siswa dan untuk mengetahui seberapa besar kebiasaan siswa menyimak lagu berbahasa Inggris berkontribusi terhadap penguasaan kosakata mereka. Sampel penelitian ini adalah 80 siswa yang diambil dengan teknik purposive sampling. Metode penelitian ini adalah penelitian korelasi. Instrumen pengumpulan data adalah angket dan tes. Dalam menganalisis data, penulis menggunakan Pearson Product Moment dan analisis regresi. Hasil uji korelasi menunjukkan bahwa nilai *r* (0.818) lebih tinggi dari *r-tabel* (0.344) dengan nilai signifikansi (0.00) lebih rendah dari nilai  $\alpha$  (0.05). Artinya ada hubungan yang signifikan antara kebiasaan siswa dalam menyimak lagu berbahasa Inggris dengan penguasaan kosakata mereka. Hasil uji regresi menunjukkan nilai  $R^2$  adalah 0.669 dengan nilai signifikansi (0.00) yang lebih rendah dari nilai  $\alpha$  (0.05). Ini menunjukkan bahwa kebiasaan siswa menyimak memberikan kontribusi sebesar 66.9% terhadap penguasaan kosakata siswa.

**Kata Kunci:** *kebiasaan mendengar, lagu berbahasa Inggris, penguasaan kosakata*

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## INTRODUCTION

Vocabulary is one of the language components that students must first learn when studying. We cannot speak, write, and understand what we read and listen without vocabulary. Mastering vocabulary is the basic material in learning foreign languages. Renandya & Richards (2002, p. 255) claim that vocabulary is a core component of a language that provides a great deal of foundation on how learners will speak, listen, read, and write. Without a broad vocabulary and strategies for acquiring and acquiring new vocabulary, learners often reach their potential and may be discouraged from taking advantage of the language learning opportunities around them such as from listening to the radio, listening to native speakers, using the language in different contexts, reading or even watching movies or television.

Similar to the previous idea, Cameron (2001) mentions that vocabulary is central to the learning of language at any schools' level to enrich learner's language. It means that vocabulary is the base part to understand English language and other skill in English that will be achieved. According to McCarten (2007, p. 18), learning vocabulary is a challenge for learners, due in large part to the size of the task, and in part because of the wide variety of vocabulary types that must be learned, including single words, phrases, collocations, and strategic vocabulary.

Furthermore, according to Khairani (2020, p. 3), vocabulary plays an important role in acquiring and possessing the four language skills. Based on the researcher's experience in teaching practice at school, students' vocabulary mastery was still low. They could not use or produce words when students were asked to write or speak in the learning process. So it can be concluded that the main problem of students is vocabulary mastery.

To increase students' vocabulary, a medium is needed. One of the media that can be used to improve students' vocabulary mastery is a song. As stated by Millington (2011), songs can also be used as a valuable teaching and learning tool. Using songs can help students improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structure. The greatest benefit to using song as teaching strategy in the classroom is that they are enjoyable. Further, Millington (2011) points out that songs can provide an opportunity for vocabulary practice.

According to Bramasto (2009), students' listening to the English songs correlates to their listening habit and skills. He said that listening to English songs has a correlation with listening comprehension, because there is a tendency that when the frequency of students listening to English songs is higher, their listening scores are also higher. It is also proven by Meutia (2013), Sari & Hastini (2013), and Lengga (2011), in their research, found that there is a positive correlation between students habit in listening to English songs and their vocabulary mastery toward listening skill. The positive correlation shows that the habit of listening to songs in English and vocabulary mastery tend to increase or decrease along with the students' listening ability.

Based on the background of the study, the writers were interested to find out whether or not there was any significant correlation between students' habit in listening to English songs and their vocabulary mastery and to find out how much students' habit in listening to English songs contribute to students' vocabulary mastery of the eleventh graders of SMA Negeri 10 Palembang.

## METHODOLOGY

The method in this research was a correlation research. According to Lucy & Christine (2010, p. 351), a correlation research method is used to assess relationships and patterns of relationship among variables in a single group of subjects. Creswell (2012, p. 338), states that a quantitative method in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlation analysis. It means that when the writer collected the data, the writer correlated two or more variables and then collected the data at one point in time.

In this research, the population was at the eleventh graders of SMA Negeri 10 Palembang which consisted of 286 students in academic year 2021-2022. The students were divided into 8 classes. The writers used purposive sampling technique. According to Cohen et al. (2007) in purposive sampling technique, sample is satisfactory to specific need for measurement. The writers used purposive sampling technique because the sample had been chosen for a specific purpose. The writers took XI MIA 2 and XI MIA 3 students as the sample because both classes had quite similar average score at English lesson and they also were taught by the same teacher.

The writers used test and questionnaire for collecting data for this research. The test was used to collect the data of vocabulary skill whereas the questionnaire was used to obtain the data of students' habit in listening to English songs. The test and the questionnaire were fully adopted from Khairani (2020).

The writers used close-ended type questionnaire to get information from the respondents. The scoring was based on the Likert Scale Type. Likert Scale Type is a scale with a number of points usually at least three but no more than seven. The questionnaire of listening habit to English songs consisted of 22 items, and the test of vocabulary mastery was intended to collect the data of vocabulary mastery. The test was an objective test in the form of multiple choice (a, b, c, or d) to measure students' mastery of vocabulary. There were 31 numbers consisted of 15 numbers for synonyms and 16 numbers for antonyms. The writers marked 1 of each item if the students answered correctly, and marked 0 if the students answered incorrectly.

The writers did not validate of the questionnaire because the questionnaire used in this study was adopted from Khairani (2020) who measured about assessment of the high school students' habit in listening to English songs questionnaire by using content validity and consulted to the expert. Based on their research, there were 22 items found to be valid. Therefore, the writers only used those 22 items as the instrument. The writers also adopted the vocabulary test from Khairani (2020) who measured the reliability of the vocabulary test by using the Alpha Cronbach. Based on their research, the result of the reliability of vocabulary mastery test showed the coefficient reliability was 0.854 which was higher than *r-table* ( $0.854 > 0.344$ ), it means that the instrument of vocabulary mastery was reliable.

The writers measured the normality of vocabulary mastery test and listening habit to English songs questionnaire by using Kolmogorov-Smirnov, and calculated by applying SPSS 25. Based on the result of normality test, the data was normal. It can be seen that the data of listening habit to English songs and vocabulary mastery was *p-value* (0.079) which is higher than *alpha-value* (0.05). It could be assumed that both data were normally distributed.

**FINDINGS AND DISCUSSION**

1. Correlation Analysis

The correlation analysis was implemented to find out whether or not there was any significant correlation between students' habit in listening to English songs and their vocabulary mastery of the eleventh-grade students of SMA Negeri 10 Palembang. The writers used Pearson Product Moment Correlation then calculated by using SPSS 25. The result of correlation analysis revealed that the correlation coefficient or the *r-value* (0.818) was higher than *r-table* (0.344). Then the level of probability (*p*) significance with sig.2-tailed was 0.000. It means that significant value (2-tailed) was lower than alpha value ( $0.000 < 0.05$ ). It is indicated that there was significant correlation between the students' habit in listening to English songs and their vocabulary mastery. From the result of the correlation analysis, it was found that there was very high correlation between students' habit in listening to English songs (X) and their vocabulary mastery (Y) as it is presented in table 1.

Table 1. Correlation Analysis Result

Variables	Pearson Correlation	Sig. (2-tailed)	N
Vocabulary	0.818	0.000	80
Listening			

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

2. Regression Analysis

To find out how much students' habit in listening to English songs contribute to students' vocabulary mastery of the eleventh graders' of SMA Negeri 10 Palembang, the writers used regression analysis then calculated the data by using SPSS 25. Regression analysis is used the model the relationship between a target variable and one or more predictor variables (Ray, 2015). There were many kinds of regression and in this study the writer would be chosen simple linear regression. Simple linear regression was a linear regression model with a single independent variable. It was a statistical method that allowed researcher to summarize and study relationship between two variables; One variable, denoted X, was regarded as the predictor, explanatory, or independent variable. The other variable, denoted Y, was regarded as the response, outcome or dependent variable. From the result of the regression analysis, it was found that *p-value*  $0.000 < \alpha$ -value 0.00. It means that listening habit to English songs gave positive contribution to vocabulary mastery. The coefficient determination (*R Square*) was 0.669. It means that listening habit to English songs influenced as much 66.9% toward students' vocabulary mastery as it is shown in table 2.

Table 2. Regression Analysis Result

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.818 <sup>a</sup>	.669	.659	4.238	.669	62.730	1	31	0.000

Based on the result of descriptive analysis of listening habit to English songs and vocabulary mastery in SMA Negeri 10 Palembang, the data shows that some students got good score in listening habit to English songs and vocabulary mastery. Some other got low score in listening habit to English songs and vocabulary mastery. The result of descriptive analysis shows that majority of the students had average category in listening habit to English songs and vocabulary mastery. It means that the correlation coefficient was categorized in very high level. As final point, since there was correlation between students' habit in listening to English songs, and their vocabulary mastery. In other words, the students got high score in listening habit to English songs, they inclined to get high score in vocabulary mastery. It also indicated that most of the eleventh grade students of SMA Negeri 10 Palembang had high level of listening habit to English songs. It means that listening habit to English songs takes in role to improve students' vocabulary mastery. Listening habit to English songs can help students in understanding new vocabulary and also help them to infer the meaning at the same time.

Secondly, for the contribution of listening habit to English songs to vocabulary mastery. Based on the result of simple regression, it was found that listening habit to English songs had effect to vocabulary mastery. In addition, the result also showed that listening habit to English songs influenced 66.9% towards students vocabulary mastery. It indicated that 33.1% other factors would contribute, for the example of positive contributions are the students know newly vocabulary and finding the meaning of newly vocabulary from the lyrics of the English songs. It is in line with Khairani (2020) who found that listening habit to English songs influenced 69.1% toward students' vocabulary mastery and 30.9% influenced by other factors. Since there was contribution of listening habit to English songs to vocabulary mastery, it could be used to help students for finding the meaning of newly vocabulary and of course they were able to recognize the meaning without looking up a dictionary to improve their vocabulary stock, and it is in line with Pradita (2011), the result of the product moment correlation shows that the  $r$ -value of student's ability in listening to English songs and the vocabulary mastery is 0.275 which is higher than 0.117 ( $r$ -table). In addition, the  $p$ -value is .000, which is less than 0.05 (level of significant). Since the  $r$ -value is positive and the  $p$ -value is lower than 0.01, the hypothesis could be accepted. Thus, it can be concluded that there is a positive and significant correlation between students' ability in listening to English songs and vocabulary mastery among the eleventh grade students of SMA Negeri 10 Palembang.

## CONCLUSION

Based on the findings and interpretation of the study, both of the problem of the study were answered. The writers drew on some conclusion as follow: (1) There was significant correlation between students' habit in listening to English songs and their vocabulary mastery. From the hypotheses testing, it was found that there was very high correlation between students' habit in listening to English songs ( $X$ ) and their vocabulary mastery ( $Y$ ), and (2) There was a positive contribution of listening habit to English songs to vocabulary mastery. For the result of simple regression, it was found that listening habit to English songs had effect to vocabulary mastery. In addition, the result also showed that listening habit to English songs influenced 66.9% towards students' vocabulary mastery. It indicated that 33.1% other factors would contribute.

Considering that listening habit to English songs is related to vocabulary mastery, it is very important to the teachers to teach their students about listening to English songs in their teaching and learning process. Since listening to English songs can be applied to

improve their students' vocabulary mastery, it can be the right alternative to improve the students' vocabulary mastery. It is hoped that listening to English songs can help students to be more aware of new words, so they do not need to look up to the new words in dictionary. Furthermore, students should also be more active to improve their new vocabulary mastery. They can use their listening habit to English songs to help them improve their vocabulary mastery. Listening to English songs help students encounter and learn new words easier at the same time.

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