

The Correlation of Students' Habit in Listening a Song and Mastering a Vocabulary

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ABSTRACT

The study was aimed for finding out whether there was a significant correlation between students' habit in listening a song and students' mastering a vocabulary or not. The research was conducted at the first grade in SMP 11 Ma'arif Bangsalsari Jember. This research used a correlation method, and there were two research variables, students' habit in listening a song as variable X and students' mastering a vocabulary as variable Y. The researcher used a random sampling technique. In this research, the researcher gave a test to the students. The result of test showed that the level correlation between a students' habit in listening a song and mastering a vocabulary was high with sig 0,000 and *r count* 0,696. It showed that there was a significant correlation between students' habit in listening a song and students' mastering a vocabulary.

1. Introduction

Language is an important role in human life. Human life can run well because we use it to communicate with one another. Language is the most important part of our daily live to express our ideas, minds, feelings, and communicate with other people (Al Badri, 2022). Language has two forms based on the how it is express. Those are an oral language that can be expressed and understood through listening. The other one is writing language, which is expressed in writing texts using reading (Masnun, 2010).

In this era, English is important to be learnt because it is one of the most dominant languages in the world. English as a tool that can be used for interaction among billion people of the world (Brown, 2000). Therefore, English is a kind of a foreign language in

our country. It becomes a subject of the language material and it is taught in the school from kindergarten until university.

Listening is not only the basis for the development of all other skills, but also the main channel through which students make initial contact with the target language and the culture (Chastain, 1988). For the first time, a human activity is listening. It can be started when we were babies. We can listen to someone who speak around us. The next that we can communicate to each other is by the language that we have listened to.

Listening pays attention to processing what we heard. Listening is one of the important aspects in English and the hardest one. Students have many problems in listening skills. Students prefer to listening music, such as song, while listening to lessons.

One of the ways to creat enjoyable learning atmosphere is using songs as teaching in learning. The song will develop abilities in listening skills. Song has benefit for student, because song is used to make our brain relax when we do activity. According Cockerton, Moore, and Norman, song can make us easy on everything that we do, such as our problem of working (Cockerton, 2007).

Song is one of the ways to make student easy for learning language in classroom. We can teach English for a variety of languages such as pronunciation, vocabulary, and then rhythm. Listening song means we appreciate the lyrics, melody also vocal to try understanding the meaning. Interest in listening song is able to make students more repetition in activity also can be habit.

Having habit in listening song will increase our creativity in the real life. According Oxford, habit is a thing that we do often and almost without thinking, especially something that is hard to stop for doing something (Hornby, 1987).

The definition of habit is something that we do regularly or in good situation. The main role in language learning is listening (Naila, 2019). Learning language cannot be far from learning vocabulary. Vocabulary is one of the important of component in English teaching. Some students have to know the words. Based on Anne, Vocabulary is one of the element languages to know the word and use the word correctly (Anne, 1991).

According to Wallace, learning vocabulary is not only about memorizing the words but also being able to spell and recognize words (Henry, 2008). In teaching and learning progress, both listening and mastering vocabulary are hard lesson subjects. The teacher may not let students solve the problem of listening to songs and knowing vocabulary. Therefore, if students are not interested in listening to songs and mastering vocabulary, they may lose interest in learning English.

From the statement above, we are able to say that the students mastering in English vocabulary if they know the meaning. In the fact, the students still find difficulties in studying English. If they know the meaning of words, they will interest in learning English. There are some reasons that listening song can help in teaching and learning of vocabulary mastery. Firstly, English song is a part of music that makes us enjoyable atmosphere in the classroom. Secondly, English song are connected with native speakers when the song is sung by the native speakers. Thirdly, song is easy to get. We are able to

find everywhere and every time (Best, 2012). From the statement above, we can know that the problems are student are difficult to study about listening skill. They are less in vocabulary. The researcher tries to answer the problem by using listening song in vocabulary.

Everyone has a good or a bad habit. They do their habit in their daily life such as listening a music, watching some movies, doing a sport, eating fruits before rice, reading novels, praying before sleeping, brushing our teeth every morning and night, Hard in working, reading, listening, doing task, swimming, etc (Nick, 2001). People have differences habit. Habit is a routine of behaviour that is repeated regularly (David, 2017).

Habit is a thing that we do often and almost without thinking, especially something that is hard for stopping to do (Oxford Dictionary, 2015). According to Rick, 2006, habit is an act, movement, pattern of behaviour that practice to become easy and familiar performed without thought. Behaviour is regular activity in automatic to be effective communicator to practice in daily life. It can be productive and creative in self-confidence. Creativity is in overtime work.

There are some types of habit. Motor habit is habit mentions to activities of an individual (Anne, 2018). The habit is able to repeat to our physical actions such as running, doing task, standing, walking, sitting, swimming, reading, watching, etc.

Intellectual habit is about emotional process in our academic abilities such as logical in thinking, good opinion and intellectual ability before taking decisions, taking some conclusions. Habit of character is a person that has a different characteristic (James, 2021). We express our character in our daily habits such us trusting somebody else, being honest to everyone, helping someone, talking in a friendly way, hard in working, tidying our home, time management. The habits are about our feeling and emotions. Habit of character is also called as emotional habits. Habit formation, there are some parts of this habit those are making the best start we have to make the best start before doing something (Cornelius, 2014). We must have a good motivation and strong determinate of our mind. We should not think about bad thinking. Doing the best for our daily life, such as studying before doing test, preparing to make some questions before giving task, praying before doing, preparing everything before facing the problem.

Keep regular practice this habit often become a routine in our daily life (Alex, 2008). Everything that we do in our life without thinking and we want to do the activity in part time. The action that we do in good way in practicing daily life. Such as listening can be done by everyone. Listening is the first communication in the moment when we were born. Listening is passive skill. It means they have to be active in knowledge from non-linguistic and linguistic source (Richard, 2008). It is the first skill in learning a new language that beginners learn. It is a receptive skill meaning that the beginner receives new words from what they have heard or listened to. It can be compared with common information between listener and speaker. Listening uses a language which focus on meaning itself. Focus on ability to understand what people are saying to us. Listening is the pre basic to speak. The language progresses in an individual's first language at naturalistic of other language are dependent on listening (Nation, 2009).

According to Lorena Manaj, 2022, Listening is a complex activity in language. The complex activity is the more effective for the listeners. The more efficient a listener is the more effective to know what word or sentence that we heard in communication's process. Listening is not just hearing. It is a state of receiving some words.

The Nature of Listening is the importance of understanding in listening skill is being an active listener when the speakers are talking (Bonds, 2015). The importance of comprehensible input (CI) or when the listener understands what somebody else tells. The importance of know the meaning of word that the language level is used to the listeners and listener's skills.

Micro and Macro-skills of Listening. Micro-skills of Listening are about the typical sounds of English (John, 2009). We know the characteristic of the differences between intonation and stress of the sound. Remember language in differences typical at short-term memory. Identify English in stress forms, competitive manner, unstressed in some word, stressed position in structure of rhythmic, intonation and role in giving information.

Identify words are about main of words, for understanding in formula of word and realize meaning's word. Process speech in different method. Method speech in containing while doing pauses by using corrections and errors word. Recognize grammatical word classes by using verb and nouns, systems by using some tense, singular and plural nouns, formula of grammar, rules in listening, and elliptical formula. Detect sentence and decide between major and minor sentences by using long or short in sentence. Know a specific meaning such as express in different grammatical formula. Recognize some strategies are important to know listening skill by using spoken method.

Macro-skills such as Recognize in communicative parts of words (Hanzi, 2017). Communicative part of words are about conditions, goals, and members in community which has some purpose. Understand in every situation which has differences goals, the members have to use actual knowledge. It is also about new information, get some information, events, given ideas while supporting idea, able to describe something, making a good creation, connections in community, generality. Discriminate between direct meaning and indirect meanings. Body language, it is about how to express something in other nonverbal signs to understand meanings in sentence. Modification and practice a new strategy in listening skill.

The list in listening difficulty such as Clustering: Using apposite meaning of language, such as phrases, and clauses (Michael, 2017). Redundancy: Identifying the categories of repetitions, the speaker retells some story and explanation something. Reduced forms: Understanding in a part of an English learner experiences in their lesson. It can be in formal textbook language which has been presented by the learner.

Performance variables: It can be able to know about wrong starts, stop, and corrections in normal speech. Colloquial language: It can be about understanding such as idioms, using slang while shared social knowledge in listening. Rate of delivery: Changing in speed of stimulus, processing to accept word automatically as the speaker continues to listeners. Remember in some stress, beat, and intonation in listening: It can be in

understanding spoken language. Interaction: Managing the interactive program of language from listening to speaking, from speaking to listening.

According to Silvia Naila Silmi, (2019) that states in her article "A correlation study between students' habit in listening to English song and students' mastery of noun phrases a case of year eleventh student of SMAN 1 Bulukumba, Brebes. Based on the previous study, therefore, the researcher take the title of the students' habit in listening a song and the students' mastering vocabulary because it really relate with the habit of the students' specially in listening a song and the students' mastering vocabulary. It happens in students' daily life that often to listen a song, the researcher use in the aspect of listening an English song and the students' mastering vocabulary.

2. Methods

This research focuses on students' habits of listening to songs and students' mastery of vocabulary. This research used a correlational design. Correlation design is a quantitative method. The quantitative method explains the positivism philosophy used to research a certain population or sample; the collection of data uses research instruments; data analysis is quantitative or statistical to examine the hypothesis chosen (Sugiyono, 2011).

This research method used non experimental research that is similar to ex post facto research in that they both employ data derived from pre-existing variables. The aim of this research is to find out whether or not there is a significant correlation between the variable X and Y. The correlation design was applied to explain and interpret the result. There were some steps in conducting this research. In this research, the researcher used lottery to take identify the sample. Lottery is one of random sampling in technique sampling.

The students were asked to fill some questions from test and questionnaire that have been prepared by the researcher. Then, the researcher found the correlation between variable X and Y through Product Moment in SPSS 25.

This research was carried out in SMP 11 Ma'arif Bangsalsari Jember. The research study was conducted in the first grade in the second semester of SMP 11 Ma'arif Bangsalsari Jember.

The population is the seventh-grade SMP 11 Ma'arif Bangsalsari Jember. There are 60 students. In this research, the researcher used a simple random sampling technique. The simple random sampling technique is one of the kinds of probability sampling (Gunawan, 2015). The researcher used the first grade in SMP 11 Ma'arif Bangsalsari Jember, which consists of 60 students. The researcher's sample interpretation uses the *Slovin* formula. That was 52 students that were used as a sample for the research.

The instrument used in the research was a test. The students answered a blank lyric on the song text. The students were asked to listen the song and answer some missing of lyrics.

The hypothesis test is performed using product moment SPSS 25 (partial collection analysis). This research uses "r" Product Moment technique. This technique is used to

examine the hypothesis which have been found by the researcher, and to know the correlation between students' habit of listening song and their mastery vocabulary.

The interpretation of level correlation as follow: there is the correlation between the independent variable (X) and dependent variable (Y) or the hypothesis is accepted if the value is significant (Sig) < probability 0,05. If $r_{count} > r_{table}$.

There is no correlation between the independent variable (X) and the dependent variable (Y) or the hypothesis is rejected if the value is significant (Sig) > probability is 0,05. If $r_{count} < r_{table}$.

3. Result

The variable X was listening song in this research. The researcher gave a test and questionnaire to the students. The result of this research can be described as follows:

Table 1. The Result of Listening Song

Statistics		
Listening Song		
N	Valid	52
	Missing	0
Mean		65.77
Std. Error of Mean		2.061
Median		70.00
Mode		60
Std. Deviation		14.865
Variance		220.965
Skewness		-.155
Std. Error of Skewness		.330
Kurtosis		-.832
Std. Error of Kurtosis		.650
Range		50
Minimum		40
Maximum		90
Sum		3420

The analysis of mean score of students' habit of listening song was 65,77, median score was 66,25, maximum score was 90, and minimum score was 40. It showed that the students' habit of listening song was very good.

Meanwhile, the frequency and the percentage of listening song can be identified as follows:

Table 2. Frequency Score of Listening Song Test

Statistics	
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Listening Song		
N	Valid	52
	Missing	0
Mean		65.77
Std. Error of Mean		2.061
Median		70.00
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The frequency and the percentage of listening song can be identified as follows:

Table 3. Frequency Score of Listening Song Test

Listening Song					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	40	6	11.5	11.5	11.5
	50	6	11.5	11.5	23.1
	60	13	25.0	25.0	48.1
	70	11	21.2	21.2	69.2
	80	11	21.2	21.2	90.4
	90	5	9.6	9.6	100.0
Total	52	100.0	100.0		

Table above showed that the rate percentage of the students' score in listening song from 52 students. The score was 90, the highest frequency was 5 students with a percentage 9,6%. Meanwhile, the lowest score was 40 with a percentage 11,5%.

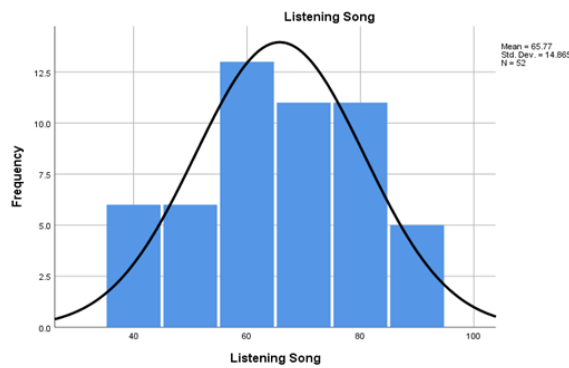


Fig. 1. The Histogram of Students' Listening Song

Graphic picture above, we could see that the score of mean was 65.77 in listening song, standard deviation was 14.865 in listening song and total of students were 52.

The variable Y was mastery vocabulary in this research. The researcher gave test and questionnaire to the students to know students' mastery vocabulary. The result of this research can be described as follows:

Table 4. The Result of Mastery Vocabulary

Statistics		
<u>Mastery Vocabulary</u>		
N	Valid	52
	Missing	0
Mean		82.69
Std. Error of Mean		1.507
Median		80.00
Mode		90
Std. Deviation		10.867
Variance		118.100
Skewness		.005
Std. Error of Skewness		.330
Kurtosis		-1.079
Std. Error of Kurtosis		.650
Range		40
Minimum		60
Maximum		100
Sum		4300

The analysis of mean score of students' mastery vocabulary was 82,69 Median 80, mode 90, standard deviation 10.867, minimum score 60, and maximum score 100. The frequency distribution from the data of listening song and mastery vocabulary as follows:

Table 5. Frequency Score of Mastery Vocabulary Test

Mastery Vocabulary					
		Freque ncy	Percent	Valid Percent	Cumulativ e Percent
Valid	60	1	1.9	1.9	1.9
	70	15	28.8	28.8	30.8
	80	12	23.1	23.1	53.8
	90	17	32.7	32.7	86.5
	100	7	13.5	13.5	100.0
	Total	52	100.0	100.0	

Based on the frequency tables above, the score 90 had the highest frequency with 17 students in mastery vocabulary. The percentage 32,7%. The lowest score 60 with a student. The table description of frequency distribution of mastery vocabulary could see in the histogram below:

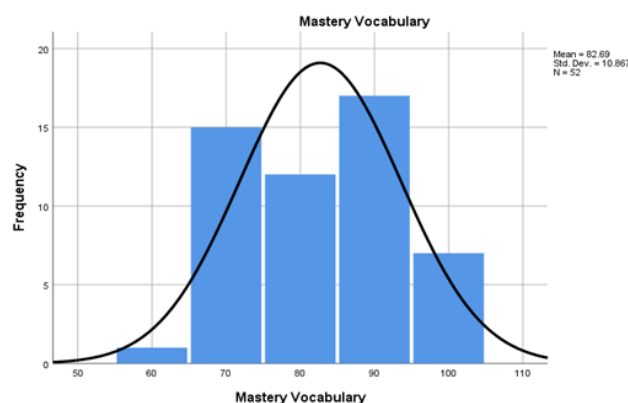


Fig. 2. The Histogram of Students' Mastery Vocabulary

Based on the graphic picture above, we could see that the score of mean and 82.69, standard deviation 10,867, and total of students were 52. The criteria for accepting or rejecting a hypothesis to look based on the significant value (Sig): If the significant value (Sig) < probability 0,05. So, there is correlation between variable X and Y. Hypothesis is accepted. If the significant value (Sig) > probability 0,05. So, there is not correlation between variable X and Y. Hypothesis is rejected.

Table 6. The Correlation Product Moment (Test)

Correlations

		Listening	Mastery
		Song	Vocabular
			y
Listening	Pearson Correlation	1	.696**
Song	Sig. (2-tailed)		.000
	N	52	52
Mastery	Pearson Correlation	.696**	1
Vocabulary	Sig. (2-tailed)	.000	
	N	52	52

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

Based on the table above, it could be concluded that r count $0,696 > r$ table $0,268$. Sig. $0.000 < 0,05$. So, there was the correlation between variable X (Listening Song) and variable Y (Mastery Vocabulary). The correlation between both of variables was high.

4. Discussion

Listening song and vocabulary mastery have a relationship. It was as independent variable of this research. To measure the students' habit of listening song. The researcher tested the student by giving listening test.

The purpose this research to find out the correlation between students' habit of listening song and their mastery vocabulary. Based on the result test that showed the level correlation between listening song and mastery vocabulary was high with sig $0,000$ and r count $0,696$ in test. So, the researcher concluded that there was correlation between listening song and vocabulary.

There is a strong correlation between listening to songs and mastering vocabulary for students learning English as a foreign language. The alternative hypothesis (H_a) was accepted and based on the analysis data, the mean score of listening to a song was 82.69 , the median score was 80 , the maximum was 100 , and the minimum was 60 . Thus, it showed that listening to the song was very good. Meanwhile, the score of students' mastery of vocabulary showed that the mean score was 65.77 , the median was 70 , the maximum was 90 , and the minimum was 40 . It can be concluded that students' mastery of vocabulary was high. So, there was a strong correlation and a positive significance. The significant score was $0,000 < 0,05$. It could be concluded that there was a significant correlation between listening to songs and mastering vocabulary

5. Conclusion

Considering the result of the research that was concluded at the seventh grade in SMP 11 Ma'arif Bangsalsari Jembergot a correlation well in listening English song habit and mastering in vocabulary. It can be known by the significant score was $0,000 < 0,05$. From the value that can be showed listening has a good correlation with the vocabulary mastery of students.

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