A correlative study between students' listening habit with English songs and their vocabulary mastery at SMAN 16 Bandar Lampung

Katline Balerina[1], Tuntun Sinaga[2], Novita Nurdiana[3]
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Bojonegoro No. 1, Rajabasa, Bandar Lampung[1,2,3]
[1]Correspondence: balerinakatline@gmail.com

ABSTRACT

This research was intended to find out whether there is any significant correlation between students' listening habit with English songs and their vocabulary mastery. This research was quantitative, and the design was ex-post facto design; so, there was no treatment in this research. The population of this research was the second-grade students of SMAN 16 Bandar Lampung. 30 students of XI Science 1 were taken as samples through the use of cluster random sampling. A listening habit with an English song questionnaire and a vocabulary test were used to obtain the data. Moreover, the data were analyzed by using Pearson Product Moment Correlation in SPPS 20.0. The result of the analysis showed that there was a positive and significant correlation between students' listening habits to English songs and their vocabulary mastery since the r-value (0.770) was higher than the r-table (0.361). It means that H_1 is accepted and H_0 is rejected. This indicates that the more students listen to English songs, the higher their vocabulary score. Moreover, for those who are used to listening to English songs, it is likely to be easier for them to comprehend what they hear. In conclusion, the habit of listening to English songs helps the development of vocabulary mastery.

Keywords: *correlation, listening habit, vocabulary mastery.*

I. INTRODUCTION

One of the most essential language aspects that need to be mastered by language learners is vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Moreover, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world. A language learner will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and the capability of using it accurately. Without a large vocabulary, it is impossible to use the English language precisely and vividly.

According to Andriani and Sriwahyuningsih (2019), Indonesian students struggle to identify the content of words such as nouns, verbs, adjectives, and adverbs. Accordingly, Frank (1972) stated that a noun is a word that refers to a thing, person, animal, place, or idea. The verb deals with describing an action. Then, adjectives describe qualities or states of nouns, while an adverb is a word that is used to describe a verb, adjective, or another adverb. Thus, to master vocabulary is to master the content of words.

Learning a new vocabulary does not only mean memorizing the form of the word but also understanding its meaning. Thornburry (2007) stated that learners need to be highly

concentrated on memorizing and understanding vocabulary. In addition, Gushendra (2017) stated that learner needs a way of teaching that is practical and fun so that they can integrate themselves into English. It is suggested that listening to English songs promotes vocabulary mastery.

In listening activities, people have to decode the meaning of language before they can produce the language. The speech they listened to will help them build an understanding of the language that they will use in the future. Therefore, Limbong (2012) stated that songs have a personal quality that makes the listener react to the songs. By listening to songs, students collect new vocabulary and know how to pronounce them well. Typically, they will discover new words in the song and immediately look up the meaning and spelling. Muqrobin (2012) stated that someone who has a good habit, especially in listening, will be a good listener. Then, if they become a good listener, they will listen closely to get the information that is useful and important to them. Students will be able to enhance their vocabulary by listening to English songs on a regular basis because when they hear a new word, their brain will instantly memorize it, and if they do not understand the meaning, they will have a reason to look it up in a dictionary. As a result, listening to English songs as a daily routine would help students improve their vocabulary.

There are several researchers who have conducted research about listening habits. Meutia (2014) reported that there was a positive correlation between students' listening habits to English songs and their vocabulary mastery. Other studies by Wardiansyah, Barnabas, and Elfrida (2019) found that the better students' habits in listening to songs, the better their vocabulary. In conclusion, listening habits to English songs play an important role in students' vocabulary mastery. The explanations above and those previous researchers' have motivated the researcher to investigate the correlation between listening habits to English songs and their vocabulary mastery.

II. METHODS

This research was quantitative. In this research, the researcher used a co-relation study. According to Setiyadi (2018), a co-relation study is a kind of ex-post facto design. The word "co-relation study" refers to a study in which the researcher uses one group and gathers data at one time without administering any treatment. The population of this research was the second-grade students of SMAN 16 Bandar Lampung. Cluster random sampling is used to determine the sample. The researcher used a lottery to choose the sample. In the end, 30 students from XI Science 1 class were chosen for the sample of this research.

The researcher collected the data regarding the students' listening habits to English songs by giving a listening habit questionnaire which was adapted from Muqrobin (2012). Then the questionnaire was distributed directly to the students. There were 25 questions about students' listening habits to English songs, and they consisted of several aspects such as: the reason for listening, time to spend on listening, and source of listening material. Then a vocabulary test was administered to find out students' vocabulary mastery.

In order to ensure the validity and reliability of the instruments, the researcher tried out both instruments in the try-out class, which was the XI Science 6 class. Furthermore, the score of

vocabulary mastery was computed in Pearson product-moment correlation analysis along with the score of listening habit to get the value of the coefficient correlation.

III. RESULTS AND DISCUSSIONS

Result

After distributing a listening habit questionnaire, the researcher calculated the score of each student. Below is the result of the listening habit questionnaire:

Table 1. Descriptive Statistics of Listening Habit

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Habit	30	58	75	66,47	4,462
Valid N (listwise)	30				

Table 2. The Quality of Students' Listening Habit

CATEGORY	Score	Number of Students	PERCENTAGE
Good	70-80	8	27%
Fair	60-<70	21	70%
Poor	<60	1	3%
Total		30	100%

The Table 2 shows that the number of students who have good listening habits is 8 (27%), the number of students who have fair listening habits is 21 (70%), and there is 1 student with a poor listening habit (3%). The Table 1 shows that the highest score for students' listening habits is 75 and the lowest is 58. The mean score is 66.47. Based on the mean score on the Tables, it can be seen that the students' listening habits are fair.

Table 3. Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	30	38	70	56,80	9,182
Valid N (listwise)	30				

Table 4. The Quality of Students' Vocabulary Mastery

CATEGORY	Score	Number of Students	PERCENTAGE
High	60-80	14	47%
Fair	40-<60	15	50%
Low	<40	1	3%
Total		30	100%

From Table 3, it can be seen that the highest score on the students' vocabulary test was 70, the lowest score on the test was 38, and the mean score was 57. It can be seen from Table 4 that 14 students (47%) out of 30 students reached above the average, or they had high vocabulary mastery. Meanwhile, 15 (50%) students achieved fair vocabulary mastery, and only 1 student (3%) had low vocabulary mastery. Based on the mean score on the table, it can be seen that the students' vocabulary mastery is fair.

In order to find out whether there is a correlation between students' listening habits to English songs and their vocabulary mastery of the second-grade students of SMAN 16 Bandar Lampung, the researcher used the coefficient correlation between both variables which were analyzed by using Pearson Product Moment correlation in SPSS 20.0. The following table shows the computation result of the two variables:

Correlations

		Listening Habit	Vocabulary Mastery
Listening Habit	Pearson Correlation	1	,770**
	Sig. (2-tailed)		,000
	N	30	30
Vocabulary Mastery	Pearson Correlation	,770**	1
	Sig. (2-tailed)	,000	
	N	30	30

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

From the table above, the researcher found that the coefficient correlation between students' listening habits to English songs and their vocabulary mastery was 0.770 at a significant level of 0.01. The result showed that there was a positive correlation between the dependent variable (students' listening habits to English songs) and the independent variable (students' vocabulary mastery). The data analysis revealed that the coefficient correlation was positive, indicating that the students' listening habits to English songs was positively correlated with their vocabulary mastery. It also indicates that the higher students' listening habits, the higher their vocabulary mastery, and vice versa.

Discussion

Based on the result of the correlation coefficient between listening habits to English songs and vocabulary mastery showed the correlation value was 0.770. The value of r_{table} for N = 30 was 0.361, with a significant level at 0.05. In other words, r_{value} was higher than r_{table} (0.770>0.361). So, based on the result, the correlation between the students' listening habit with English songs and their vocabulary mastery was positive and significant.

The possible reason for the correlation is that songs are part of the music. Music helps us focus and be on guard. It gives an emotional dimension to learning new words and integrates the power of the left and right brains. Plato said, "Music is an educational instrument which is stronger than other instruments." Music also increases recall capacity, which makes the words

being remembered easier—as a result, words in a song are easier to remember. Furthermore, Murphey (1992) also said that listening to English songs offers two main advantages, it is highly memorable and highly motivating, especially for young learners. Because students are used to listening to English songs, they will find it easier to comprehend what they hear. As a conclusion, the habit of listening to English songs helps vocabulary development. Certainly, there is a positive correlation between listening to English songs habit and vocabulary mastery. It also means that the increase of habit in listening to English songs will be followed by the improvement of students' vocabulary.

Since the research findings revealed that listening habits to English songs have a positive and significant correlation with vocabulary mastery, it seemed to be in line with Wardiansyah, Barnabas, and Elfrida (2019), who discovered that there is a positive and significant correlation between listening habit with English song and vocabulary mastery. This was caused by the English teacher of the school who implemented English songs in teaching English; it was also caused by the entertaining aspect of the songs, which made the students relax and enjoy. As a result, the vocabulary became easier to catch and remember.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of this research and previous research, the researcher concluded that there is a significant positive correlation between students' listening habits to English songs and their vocabulary mastery, which was shown by the result of r_{value} (0.770) > r_{table} (0.361). From that result, the research hypothesis (H_1) is accepted. Through listening to English songs, students learn a set of vocabulary and how to pronounce or read it correctly, so they can use them to communicate with others. It was also caused by the entertaining aspect of the song, which made the students relax and enjoy. As a result, the vocabulary became easier to remember and catch. Furthermore, if students were used to listening to English songs, they would find it easier to comprehend what they heard. As a conclusion, the habit of listening to English songs helps develop vocabulary mastery.

Suggestions

In reference to the conclusion above, the researcher proposes some suggestions as follows: First, the researcher suggests that English teachers should encourage students to listen to English songs and improve their vocabulary mastery. Teachers are suggested to use songs in the classroom to teach listening skills in order to enhance students' habit of listening to English songs. Second, it is advised that teachers not only make effective use of their textbooks but also deliberately seek out additional material for enhancing their students' vocabulary. For instance, they should find effective forms from other reading texts, such as from online sources, and figure out how to increase the number of basic phrases in their students' vocabulary. Third, it is suggested for further research to administer more than one method or instrument to find out students' listening habits. Fourth, future researchers are suggested to do more research on the use of English songs to increase students' vocabulary as an alternative teaching method.

REFERENCES

Andriani, D. & Sriwahyuningsih V., (2019). Student's Problem in Vocabulary Mastery at English Department of UPI YPTK Padang. IAIN Batusangkar e-Journal.

Frank, M. (1972). *Modern English, A Practical Reference Guide*. New Jersey: Prentice Hall.

Gushendra, R. (2017). An experimental study: improving students' vocabulary mastery by using english songs. *Indonesian Journal of Integrated English Language Teaching*, 3.

Limbong, R. (2012). Enriching Students ' Vocabulary Using English Pop Songs. *Journal of English Teaching*, 57, 223–237.

Meutia, Z., (2014). A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill. *English Education Journal*, vol. 2, no. 3.

Muqrobin. (2012). The Effectiveness of Using "Fun English" an Audio Visual Media in Teaching Listening Viewed from Students' Habit of Listening to English Song (An Experimental Study at SMK PPS 1 Ngawi in the Academic year of 2011/2012. Unpublished Undergraduate Paper Surakarta: Sebelas Maret University.

Murphey, T. (1992). *Music and Songs*. Oxford: Oxford University Press.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching*. Cambridge: Cambridge university press.

Setiyadi, Ag. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing Edisi 2; Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Graha Ilmu.

Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil (eds.), Teaching and learning vocabulary: Bringing research to practice, Mahwah, NJ: Erlbaum.

Thornbury, S. (2007). *How to Teach Vocabulary*. Malaysia: Pearson Education Limited.

Wardiansyah, Barnabas, & Elfrida (2019). The Correlation Between Listening Habit to English Song and Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu. *Journal of English Education and Teaching (JEET)*, 3 (3), 287-289.