

Correlation between Students' Habits in Listening to English Songs and Their Listening Skills of the Eleventh-Grade Students of SMA Negeri 6 Sigi

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ABSTRACT

The objective of this research is to find out if there is any correlation between students' habits in listening to English songs and the listening skills of the eleventh-grade students of SMA Negeri 6 Sigi. This quantitative research applied a correlational research design. The researcher used simple random sampling. In this research, 32 students were chosen as the sample. The researcher gathered information through questionnaires and tests. Both instrument data analyses showed a Pearson Product Moment of 0.567. The Category was moderate. The value of the r-table was 0.349. rxy is more than rtable, according to the statistics. The alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected. This indicates a correlation between students' habits in listening to English songs and the listening skills of the eleventh-grade students at SMA Negeri 6 Sigi.

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1. INTRODUCTION

Regarding English as a foreign language in Indonesia, four abilities must be mastered to learn English: listening, speaking, reading, and writing. Listening is an active skill performed intentionally to discover and comprehend spoken language and nonverbal communication. "Listening is the psychological process of hearing, attending to, building meaning from, and responding to spoken and/or nonverbal messages," Tyagi adds [1].

Habits are behaviors that arise in response to unavoidable circumstances, producing consistency. This opinion is supported by Locke's statement in Wright [2], which argues that habit is "the power or ability in man to do anything when it has been acquired by frequently doing the same thing." Statements put forward by experts regarding habits that

significantly influence the lives of every individual to describe this research that every habit carried out by someone will impact the individual, including the students' English language skills. Likewise, listening to English songs will undoubtedly influence students' listening skills [3]–[10].

Listening to English songs is a popular pastime among school-aged children, particularly those in high school. A song is a single (and occasionally solo) piece of music written for the human voice that has distinct and defined pitches and patterns, sound and silence, and various forms, including section repetition [11].

Listening is an essential part of learning. Listening skills are usually followed by speaking, reading, and writing abilities. Because of the importance of listening in formal educational settings, there has been much discussion on how excellent listening techniques might help students learn more effectively. One of them is that the teacher can use entertaining media to help students learn English. To arouse students' interest, English songs, apart from the conversation, can be a viable option for teaching English listening skills.

Students can learn English while also training their ears to become more comfortable with the language by listening to an English song. If students are used to hearing English through songs, their listening problems may be alleviated. Students' enthusiasm for English songs may motivate them to listen to them more frequently, and increased repetition of action may result in forming a habit. A student who enjoys listening to English songs will likely do so frequently. As a result, he or she will develop the habit of listening to English songs. He/she would have no trouble listening to songs.

Many researchers have conducted studies on students' habits and academic achievement. Putri [12] researched the relationship between students' habits of listening to English songs and their listening skills, and the study results showed a significant correlation between students' habits of listening to English songs and students' listening skills. Nurjanah [13] also concludes, "The better students' habits in listening to songs, the better their listening skills." Another researcher, Atmaja et al. [14], found that an interest in listening to English songs contributes to listening skills.

Being interested in doing research at SMA Negeri 6 Sigi, the researcher conducted an interview with the teacher of class XI at SMA Negeri 6 Sigi regarding the students' listening skills. She explained that students' listening skills are generally still relatively low. However, on the other hand, class XI students also often listen to songs in English. The researcher is increasingly encouraged to find out whether there is a correlation between students' habits of listening to English songs and their listening skills because the previous research shows a connection between these two things.

2. METHOD

In conducting this research, the researchers used a correlational research design. Both variables consisted of students' habits of listening to English songs and students' listening skills, symbolized by variables x and y .

The population of this research was 35 students from grade eleven of natural sciences major at SMA Negeri 6 Sigi. The researchers used simple random sampling. The Slovin formula [15] was employed to choose 32 students for this research.

$$n = N / (1 + Ne^2) \quad (1)$$

Where:

n = Number of samples.

N = Total population and

e = Error tolerance (level)

The researcher employed two types of research equipment: a questionnaire and a listening test. The questionnaire is to get more information about students' listening habits when listening to English songs, with 15 points describing their listening habits, and the students were instructed to choose from never, rarely, often, or permanently, depending on their habits. The researcher used multiple choices on the listening skill test and completed the form test to gather the data. Five questions have multiple choices, and four questions complete the form test.

Table 1. The Questionnaire Likert scale

Statements	Rarely	Sometimes	Often	Always
Positive	1	2	3	4
Negative	4	3	2	1

Adopted from Aldi [16]

Table 2. Scoring Rubric of Complete the Form Test

Point	0	1	1	2
Content	No answer	The answer is correct, and the spelling is incorrect	The answer is incorrect. The spelling is correct	The answer is accurate, spelling is correct.

Adapted from Tdeierling

To collect data, researchers gave students hands-on assessments in their classes. Initially, the researcher distributed a questionnaire to the students. Second, the researcher gave listening tests to the students: the first was a multiple choice test, and the second was a Complete the Form Test, which was given after students completed working on multiple choice questions. After the data was collected, the data was analyzed in numerous steps. First, the researcher uses the following formula to determine the individual scores from the questionnaires and tests:

$$Value = \frac{Obtained\ Score}{Total\ Score} \times 100 \quad (2)$$

Then, Pearson Product Moment by Sugiyono [17] was used to determine whether or not there is a correlation between the variables.

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)]}} \quad (3)$$

Where:

- r_{xy} : correlation coefficient
 N : the total sample
 $\sum x$: the total score of variable X
 $\sum y$: the total score of variable Y
 $\sum xy$: the total of multiple scores of both variables
 $\sum x^2$: the total of the square score of variable X
 $\sum y^2$: the total of the square score of variable Y

Adopted from Sugiyono [17]

3. RESULTS AND DISCUSSION

3.1. Result

The student's scores for the instruments can be seen in the following table:

Table 3. The Score of Students' Habit of Listening to English Songs and Listening Skill

Number	Initials	Variables	
		Students' habit of listening to English songs (X)	Students' listening skills (Y)
1	SG	87	73
2	DSN	77	64
3	B	57	79
4	RAR	88	88
5	AHL	87	55
6	AC	60	83
7	DA	70	73
8	A	83	80
9	AL	55	42
10	DZ	68	37
11	AFD	67	34
12	ESM	48	50
13	IJ	68	57
14	IPC	85	83
15	BRT	58	57
16	MY	80	63
17	WZT	77	49
18	IR	85	83
19	IMRDS	75	63
20	IGW	72	86
21	TEM	87	79
22	SB	67	40
23	PW	85	80
24	AHK	88	88
25	MFM	65	50
26	LN	85	86
27	D	82	78
28	NS	60	45

Number	Initials	Variables	
		Students' habit of listening to English songs (X)	Students' listening skills (Y)
29	OA	73	73
30	SR	85	86
31	VV	68	63
32	RAP	77	53
Total		2369	2120
		ΣX	ΣY

The researchers used the Pearson Product Moment formula to identify the correlation between variables x and y. According to the computation, the r value or r_{xy} is 0.567. This means a moderate correlation exists between students' listening habits and their listening skills.

Table 4. Correlation of Students' listening habits and their listening skills

Correlations			
		Students' Habit in Listening English Songs	Students' Listening Skill
Students' Habit in Listening English Songs	Pearson Correlation	1	,567**
	Sig. (2-tailed)		,001
	N	32	32
Students' Listening Skill	Pearson Correlation	,567**	1
	Sig. (2-tailed)	,001	
	N	32	32

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

The researcher used SPSS 26 to verify the above calculation. The calculation above shows that from the 32 students, the coefficient correlation value was found r_{xy} 0.567, which means there is a correlation between the two variables, but the coefficient is categorized as moderate because it is 0.40 - 0.599. After the score has been calculated, it is compared with the score of r table (r_t) with degrees of the significance of 5%. This research's degree of freedom (df) is 30, which comes from the total cases or sample minus the total variables. The researcher found that the value of the r_{table} was 0.349. Then, it signifies that r_{xy} is higher than r_{table} ($0.567 > 0.349$). Its means hypothesis (H_a) was accepted, and hypothesis (H_0) was rejected since the value of r_{xy} is higher than the value of r_t . Where H_0 means there is no correlation between students' listening to English song and their listening skills in the eleventh grade of SMA Negeri 6 Sigi, and H_a means there is a correlation between students' listening to English songs and their listening skills in the eleventh grade of SMA Negeri 6 Sigi.

3.2. Discussion

According to the evaluated data, most students' replies were collected using a questionnaire and listening tests. The questionnaire is to get more information about students' listening habits when listening to English songs (variable X), with 15 points describing their listening habits, and the students was instructed to choose from never, rarely, often, or permanently, depending on their habits. On the listening skill test (variable Y), the researcher used multiple choices and completed the form test to gather the data. Five questions have multiple choices, and four questions complete the form test.

The researcher in this research combines the scores from the two tests, namely the multiple choice test and the form test, to obtain the variable Y. It is fifty percent of the multiple choice questions and fifty percent of the entire form test.

The results of the data analysis are crucial in addressing the research question posed in this research: Is there any correlation between the eleventh-grade students at SMA Negeri 6 Sigi's listening habits and their listening skills? The researcher employed the Pearson Product Moment correlation technique to obtain the relationship between the variables results, revealing that the correlation is in the moderate Category.

The correlation with the moderate Category is nothing new. A previous Ayuningsih [10] study, "Correlation between Students' Habit of Listening to English Songs and Their Listening Achievement," also obtained intermediate results with a r_{xy} value of 0.417. Another study, which also obtained a r_{xy} value of 0.406 and was in the moderate Category, was conducted by Meutia [18] and titled "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skills." The similarity between the results of the two studies and this research is inseparable from several factors that generally have a significant impact, namely the vocabulary possessed by students and how often listening to English sounds is experienced.

Inclusion in the moderate Category indicates that the correlation between the two variables is relatively strong but cannot be classified as high. It can happen due to several factors. The first factor is motivation. Kurniawati [19] says that if someone has a solid motivation to do something, that person is expected to succeed in achieving the goal. So, it can be said that one's motivation for listening to English songs will significantly influence the final result of a habit. For example, someone listens to an English song to enjoy the song, regardless of the meaning or lyrics of the song. So we cannot expect someone to understand the song's content or meaning. What is found follows the scope of this research, namely extensive listening.

Extensive listening describes one's interests and goals in listening to a song, so listening to an English song as entertainment cannot be avoided. In addition, someone who does extensive listening will not pay particular attention to what is heard because broad understanding is its main characteristic. However, the repeated frequency of extensive listening should be able to impact a person's listening ability, even on a small scale. This is what might happen in this study so that the moderate Category becomes the result.

Another factor is that the content of an English song will tend to be different from the listening material played to students. For example, language that is more formal and rarely used in daily life gives a foreign feeling to students, making it difficult to understand

what they hear. In addition, the speaker's speed and accent will have a considerable impact. This follows a statement from Reza et al. [20], which shows numerous listening problems in listening comprehension, such as speed rate, unfamiliar words, the length of the spoken text, a variety of accents, a lack of concentration, and pronunciation.

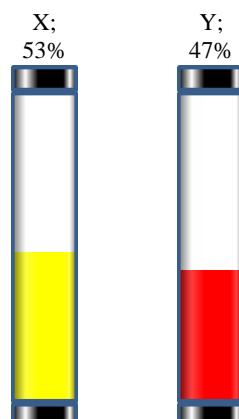


Figure 1. Average Score of Each Test

In this research, the researcher expects that all students have a high habit of listening to English songs. However, the facts found are slightly different. As can be seen from the data presented above, which shows a comparison between students' listening habits and students' listening skills, there is a reasonably large gap between the two variables. It is one of the supporting factors for the results of this research, which are included in the Moderate Category.

The results of this research indicate that the variables will develop relationships. Nonetheless, the degree of influence and the underlying causes will usually differ. The researcher's data analysis supports this.

4. CONCLUSION

After doing the research, it was discovered that the listening skills of the SMA Negeri 6 Sigi students in the eleventh grade and their habit of listening to English songs are related. Also, it demonstrated that the null hypothesis (H_0), or the hypothesis that there is no correlation between the variables, was rejected while the alternative hypothesis (H_a), or that there is a correlation between the variables, was accepted.

This research shows a moderate correlation between students' listening habits in English songs and their listening ability. The factors that influence this research are in the moderate Category, including student motivation, the content in English songs is different from what is learned at school, and how much the students' habits are in listening to English songs.

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