THE CORELLATION BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONGS TO THEIR VOCABULARY MASTERY AT CITRA BERKAT SENIOR HIGH SCHOOL BOGOR

Eriana Azzahra Putri
Universitas Panca Sakti, Bekasi, Indonesia
*Correspondence Author Email: erianaazzahraputri@gmail.com

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan siswa mendengarkan lagu bahasa Inggris dengan penguasaan kosakata. Penelitian ini menggunakan metode korelasi dengan pendekatan kuantitatif. Variabel dalam penelitian ini ada dua, yaitu kebiasaan siswa mendengarkan lagu bahasa Inggris sebagai variabel bebas (variabel X) dan penguasaan kosakata siswa sebagai variabel terikat (variabel Y). Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara kebiasaan siswa mendengarkan lagu bahasa Inggris sebesar 0,02. Sedangkan 0,05< hipotesis diterima, 0,05> hipotesis ditolak, yang menunjukkan hubungan yang substansial, dapat disimpulkan bahwa kebiasaan siswa mendengarkan lagu bahasa Inggris berpengaruh terhadap penguasaan kosakata di SMA Negeri 1 Citra Berkat. Selanjutnya untuk mengetahui kategori korelasi dari tabel kategori korelasi diperoleh hasil sebesar 0,579**. Dapat disimpulkan bahwa korelasi antara kebiasaan siswa mendengarkan lagu bahasa Inggris cukup kuat pada jawaban soal pilihan ganda penguasaan kosakata dan mendengarkan antara kebiasaan siswa. Hal ini menunjukkan bahwa mereka dapat meningkatkan pengetahuan kosakata mereka dengan membiasakan diri mendengarkan lagu-lagu berbahasa Inggris.

Kata kunci: Kebiasaan Siswa, Mendengarkan, Penguasaan Kosakata

Abstract: *The aim of this research is to determine the correlation between students' habits of listening to English songs and their vocabulary mastery. This researcher used a correlation method using a quantitative approach. There are the two variables in this research. Students' habits of listening to English songs as independent variable (variable X) and Student Vocabulary Mastery as dependent variable (variable Y). The result from this research is significant correlation between students' habit in listening English song is 0.02. Whereas 0.05< hypothesis is accepted, 0.05> hypothesis is denied, indicating a substantial association, it may be inferred between student' habit in listening English song to their vocabulary mastery in Eleventh 1Citra Berkat Senior High School. Furthermore, to know the category of the correlation is from correlation category table, the result is 0,579. It can be concluded that the correlation between students' habit in listening English song Strong enough the answers to the multiple-choice questions on vocabulary mastery and listening between students' habits. This indicates that they can increase their vocabulary knowledge by making it a habit to listen to English songs.*

Keywords: *Students' Habit, Listening, Vocabulary Mastery*

INTRODUCTION

In the country of Indonesia, most English lessons are given as foreign languages. In the context of speaking instruction, another language is referred to as a foreign language differently. A language that is taught yet cannot be applied for dialogue in certain nations is considered a foreign language. The fact that English is taught in schools from

elementary to university demonstrates this. There are four learning language techniques for English Listening, speaking, reading, and writing.

Listening song and singing might assist with pronunciation, stress, and intonation, a fun and effective method for learning English, Singing and listening to music can help with pronunciation, intonation, stress, and more. Singing is often easier for students than speaking, making songs a valuable tool for practicing challenging sounds and helping students improve their English skills. The researcher suggests that listening to English songs can provide us with new ideas and help expand our vocabulary. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence pattern.

Listening is a skill that involves comprehension, attention, and appreciation. As an activity, it incorporates several kinds of language skills, including as reading, writing, speaking, and pronunciation as well as vocabulary mastery. Tarigan (2008:31) defines listening as the act of paying attention to spoken signs with compassion, understanding, appreciation, and interpretation in order to collect data, capture the message or content, and decipher the meaning that the speaker of the speech or spoken language is submitting. Actively processing what we hear with the intention of making sense of it is called listening. In order to listen, there is complex process to it.

The process of listening comprehension is intricate and dynamic, requiring the listener to tell between different sounds, comprehend vocabulary and grammatical structures, decipher intonation and stress, retain the information gleaned from all of the above, and interpret the information in the context of both the utterance and the larger sociocultural setting (Jyoti, 2020). Listening to English music on a daily basis is one technique to improve understanding when listening. The song's lyrics are made up of the author's thoughts, emotions, and experiences. pertaining to the lyrics or words found in English music (Anshori, 2017).

Many students struggle to understand spoken inputs because listening ability is a continuous process involving many parts, and they are often unaware of the reasons behind this. Difficult grammatical structures, pronunciation issues, and trouble identifying word boundaries were among the linguistic qualities that made listening difficult. The speaker's rapid-fire speech and various accents were the last reasons for the difficulty. Additionally, the results increase teachers' and students' knowledge of the issues with listening ability (Rameshwar Jyoti, 2020)

The concept of "listening problems" refers to both internal and external factors that can cause issues with understanding the meaning of texts and problems with actual processing that are directly linked to cognitive processes that occur at different phases of hearing comprehension. (Jyoti, 2020).

According to (Goh, 2000) claims that everything impeding the process of understanding, both internal and external, is what causes listening difficulties. These traits are connected to cognitive processes at different phases of hearing comprehension. The difficulties from students themselves based on their independent learning, such as their activity in listening to an English radio broadcast, watching English television show, watching English movie, listening English songs, joining group discussion and their habit in repeating tapes. There are various difficulties in this aspect

such as the speed of the speech, problem in interpretation, the lack of vocabulary, the problem in accent, problem in reduction and there are no repetitions.

From the previous statement, it can be concluded that there are many factors that contribute to hearing difficulties, possibly resulting in misunderstandings or different understandings of what is being said.

Furthermore, as English is used as a communication language worldwide, proficiency in the language is necessary for anybody hoping to compete in this globalized day. Given that it is taught at almost every educational level in Indonesia, it is hard to dispute the language's rise to prominence there.

A lot of students struggle to acquire vocabulary. Students encountered a variety of challenges when acquiring language. A few things contributed to student's struggles with vocabulary learning: (1) The written and spoken forms of the English language different (2) There are a staggering amount of words which students must learn; and (3) There are limited resources available for word knowledge. As a result, in order to improve their proficiency in English, students must expand their vocabulary.

There are lots of methods to improve students' command of language. Songs are a method to do this. Songs can be a useful teaching technique for English in the classroom. It's thought that songs can be a highly helpful method for teaching students of the English language new terms and expanding their vocabulary. One benefit of employing songs in English lessons, according to (Isnaini & Aminatun, 2021) is that they offer language material, such as grammar, pronunciation, and vocabulary.

Listening song and singing might assist with pronunciation, stress, and intonation, a fun and effective method for learning English, Singing and listening to music can help with pronunciation, intonation, stress, and more. Singing is often easier for students than speaking, making songs a valuable tool for practicing challenging sounds and helping students improve their English skills. The researcher suggests that listening to English songs can provide us with new ideas and help expand our vocabulary. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence pattern

Furthermore, as noted by Milillington (2011), songs might offer a chance for vocabulary practice. Cebula (2008) adds that children who engage in song-based learning are able to express themselves freely and learn a great deal of new vocabulary. If students often listen to English music, it will get ingrained in their habit.

Based on the observations and personal experiences of the researcher, listening to English songs is an enjoyable method for mastering vocabulary. It offers an alternative approach for students to memorize, understand meanings, and pronounce words more easily. Essentially, focusing on nouns, verbs, and adjectives—since these are the most frequently used in English is crucial. Therefore, the researcher is eager to carry out a search to find out the level of The Correlation between Students' Habits in Listening English Songs to Their Vocabulary Mastery at Citra Berkat Senior High School. Based on the problem's identification and limitation. The researcher stated the following as the problem statement: Is there any correlation between Citra Berkat Senior High School students' habit of listening to English songs and their vocabulary competence in the eleventh grade?

METHOD

In this research, the researcher employed correlation research. Correlation research is a quantitative method designed to show the relationships between two or more variables. It means that correlational research is one research designed that show the relationship of variables.

According to Fraenkel & Wallen, (1993) , correlation research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables.

According to Lodico, (2006) it means that correlation research is one research designed that show the relationship of variables. This research is using *Pearson Correlation Product Moment.* Pearson's CorrelaStion Product Moment Coefficient, it was developed by Karl Pearson.

According to that "Correlation studies display the relationships among variable by such techniques as cross-tabulation and correlations". This opinion is also supported by that in correlation research design investigators use the correlation statistical test to describe and meansure the degree of association / relationship between two or more variables or sets of score.

RESULT AND DISCUSSION

The Result ofHabit In Listening English Song

To determine XI 1 of Senior High School's Habit in Listening to English Song results at SMA Citra Berkat in academic year 2024/2025, researcher analyze the data collected using SPSS 20 using Descriptive Statistic. Here below are the results of Habit in Listening English Song.

From the data result, from 27 respondents of the criteria of Habit in Listening English is that range of Habit in Listening English song is 28, median is 61.00, and the mean is 61.11. The maximum score, however, is 72, and the lowest is 44. In addition, the score sums to 1650.

Table 1. Interval Score of Habit in Listening English Song

Interval	Category
52-64	Very High
39-51	High
26-38	Medium
13-25	Low
0-12	Very Low

From the data result the criteria of Habit in Listening English Song is obtained by range 27. As a result, the criterion and interval score are established. And the mean score of Habit in Listening English Song at XI 1 Citra Berkat Senior High School is at 61.11 so it can be concluded that the value of Habit in Listening English song at Eleventh 1 at Citra Berkat Senior High School "Falls into the very high category".

Interval score above is obtained by range per data which is 2. Furthermore, the category used is 5. Where is the mean, median, mode from SPSS data are 61.11, 61.00, and 60 this suggests a normal distribution of the data. The frequency table and histogram for is provided below Habit in Listening English song.

As the result in table above, the highest frequency of Habit of Listening to English Music questionnaires is 72 with total 2 frequencies. Meanwhile the smallest score is 44 with total of 1 frequency.

The Result of Vocabulary Mastery

To assess the students' understanding of vocabulary at Eleventh Grade 1 at Citra Berkat Senior High School for the academic year 2024/2025, analyze the data presented in the frequency table and histogram, researcher analyze the data collected using SPSS 20 using descriptive Statistic. Here is the result.

Based on the information above, the students' vocabulary mastery results is the range of Students' Vocabulary Mastery is 22, median is 85.00, with the mean is 85.96, the highest score is 98 and the smallest score is 76. And the sum of the score is 2321. From the result it can be concluded Students' Vocabulary Mastery at Eleventh Grade in Citra Berkat Senior High School is at Excellent category obtained by mean 85.96= 86

Table 2. Interval Score of Students' Vocabulary Mastery

Classification	Score
Excellent	81-100
Good	61-80
Fair	41-60
Poor	21-40
Failed	Under 20

Source: (Harris 2004).

Table 3. Frequency Table of Vocabulary Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	4	14,8	14,8	14,8
	80	2	7,4	7,4	22,2
	81	1	3,7	3,7	25,9
	83	5	18,5	18,5	44,4
	85	2	7,4	7,4	51,9
	87	3	11,1	11,1	63,0
	90	3	11,1	11,1	74,1
	92	2	7,4	7,4	81,5
	94	3	11,1	11,1	92,6
	96	1	3,7	3,7	96,3
	98	1	3,7	3,7	100,0
	Total	**27**	**100,0**	**100,0**	

Source: Data Processing using SPSS 20

According to the resulting data, the greatest frequency of students' Vocabulary Mastery test is 83 with the total of frequency is 5. Meanwhile the smallest is 76 with the

total of frequency is 3. Total of the data are valid with 27 totals of data.Mempresentasikan hasil penelitian Anda. Gunakan grafik dan tabel jika sesuai, dan rangkum temuan utama Anda dalam teks .

The Correlation Between Students' Habit in Listening English Song to their Vocabulary Mastery

For the purpose of to identify the correlation between variable X and variable Y, the researcher uses the Pearson Product Moment approach in SPSS 20 to examine the data.

Table 4. Correlation Result

Correlations			
		Habit_In_Listening	Vocabulary_Mastery
X_Habit_In_Listening	Pearson Correlation	1	,579**
	Sig. (2-tailed)		,002
	N	27	27
_Vocabulary_Mastery	Pearson Correlation	,579**	1
	Sig. (2-tailed)	,002	
	N	27	27

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

Based on the previously identified findings, a significant correlation value of 002 was achieved. This indicates that 0.04 < 0.05, meaning that the hypothesis 0.05 < is accepted while the hypothesis 0.5 > is rejected. It means that there are correlations between students' habit in listening English song to their vocabulary mastery so the hypothesis is accepted.

To find out the correlation's classification, we can see that the correlation value between students, habit in listening English song to their vocabulary mastery is .579**. Where as following correlation table is .579 is classified at "Strong Enough" correlation. It can be concluded.

This research is conducted at 25 July 2024. The researcher indicates there is a corellation between students' listening habits to English songs. The population of this research, which used qualitative correlation analysis, was the students' of Eleventh Grade at Citra Berkat Senior High School. The sample is takes at Eleventh 1 Citra Berkat Senior High School. The instruments are Questionnaires about habit in listening English song & Multiple Choice about Students Vocabulary Mastery. The instrument are given to sample Eleventh 1 consist of 29 students, However, the researcher only gave it the Questioner & the test to 27 students because 2 students were unable to attend.

From the data it can be conclude that Students' Habit in Listening English song of students Eleventh 1 is highest category with 61.11 score. The highest score is 72 and the smallest is 44. The total score of questioner from Eleventh 1 is 1650. Meanwhile from

Vocabulary Mastery test, researcher analyzed that Eleventh 1 Citra Berka Senior High School at Excellent Category with 85.96 mean score. The smallest score is 76 and, the highest score is 98. Total score of students' vocabulary mastery test is 2321.

For the purpose of to identify if variable X and variable Y are correlated, this study used the Person Moment Correlation and Person Product Moment formulas, which were calculated using the SPSS 20 program. According to the research, there is a substantial correlation of 0.02 between students' listening habits to English songs. In contrast, however

1. 0.05< hypothesis is accepted
2. 0.05> hypothesis is rejected

There is a significant correlation between students' habit in listening English song to their vocabulary mastery in Eleventh 1Citra Berkat Senior High School. Furthermore, to know the category of the correlation is from correlation category table, the result is 0.579**.

It can be concluded that the correlation between students' habit in listening English song is Strong Enough.To the result from questionnaire about students' habit in listening, and multiple choices about vocabulary mastery. It means that Listening English song as their habits it can be improve their vocabulary mastery.

CONCLUSION

The aim of this research is to determine whether there is a relationship between students' listening habits to English songs and their vocabulary mastery at Eleventh Grade 1 at Citra Berkat Senior High School, with total 29 after analyzing the data, the researcher can draw several conclusions based on the findings. First, the researcher found a correlation between students' habit in listening music to their vocabulary for researchers use the method of listening to English songs to mastery at Eleventh Grade 1 at Citra Berkat Senior High School. Furthermore, base on the data result, the students' habit of listening to English songs falls into the very high category. Lastly, based on the data results, students' vocabulary mastery is categorized as excellent. Realizing the decreasing interest of students in memorizing and learning English vocabulary, the attract interest and increase students' knowledge in a fun way. In this era, it is impossible for there to be anyone who does not like listening to music almost everyone must listen to music. Suggested to the teacher, continue to look for ways of teaching and learning that is appropriate to the timesso that students' interest in learning becomes high.

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