

Students Habit of Listening English Song and Their Speaking Skill as Correlative Research

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Abstract

The purpose of this research is to find out students' habit of listening to English song and their speaking skill of the eight-grade students Then aresearch conducted at MTs Amaliyah Cibinong for in the academic year 2021/2022. The method used is a descriptive quantitative with correlational analysis. The population of this research was the second semester students of Eighth grade of MTS Amaliyah Cibinong in the academic year of 2021/2022 which consists of one class. The population is 49 students. This research used random sampling. This sample involved 44 students. In doing research, the researcher used Questionnaire and asking student speaking score. From the research result, the hypothesis test using product moment for a 0,05 r table for 44 samples is 0,297 the result is 0,876>0,297 it means H_0 is accepted. For the determination coefficient is 76,74%. It means the students' Habit of listening contributed 76,74% to the students speaking skill. Whereas, 23,26% is influenced by other aspects. The researcher concludes there is positive Correlation Between the Students' Habit of Listening to English Song and Their Speaking Skill.

Keywords: Habit of listening, English Song, Speaking Skill.

1 INTRODUCTION

English is an important tool of communication in the world. Studying English is important for everyone who wants to communicate internationally, in this era of globalization people need to be able to speak other languages to communicate with other people around the world who speak different languages.

English is used as the language of communication between people who speak different languages. English is one of the international languages that most people use in many countries in the world including Indonesia. Learning English starts since elementary school in Indonesia. There are four basic skill learnt by students in acquiring English. They are speaking, writing, listening, and reading (Meutia et al., 2014) English is considered the first foreign language in Indonesia. The Indonesian government has chosen English as a foreign language to be taught in school. In informal education, some parents at home also even try to introduce English to their children as early as possible from play-groups to kindergarten. In non-formal education,

English is also one of the most wanted things to master, The ability to speak English at this time is very necessary for various fields of work, because of technological advances and as a basis for competing with foreign workers (Upa et al., 2021) There are four skills that should be mastered by learners in the English language. Listening and speaking are more important in human communication in daily life. people communicate with each other directly or indirectly in the society.

Speaking is a productive skill in the oral mode. Speaking is the process of delivering language through the mouth to create sound using some parts of our body such as tongue,

teeth, and lips. (Sinta et al., 2021) Speaking skill is used to express their ideas to communicate to other people.

Speaking is an interactive process in which the activity includes both production and reception of information. Speaking is the process of sharing with another person knowledge, interest, attitudes, opinion, or idea. (Cornbleet & Carter, 2002) It is a way to say what is in people's thoughts or minds that is an important thing that students need because through speaking they can communicate with each other like s information, making interactions, etc. In fact, there are many students who have learned English but they are still incapable of speaking English. There are some factors that Influence speaking skill. One of them is listening.

Listening is a significant skill that should be acquired by people before they can speak. Cameron argues that Listening can be seen as a primarily the active use of language to access other people's meaning. (Williams, 2002) Listening is essential to all interactions which make the ability to understand what other people say. Listening involves both social and cognitive process – that is our relationship with people and the way we structure our internal knowledge. (Rost, 1991) Generally, listening is a very essential skill that students should learn in learning a language such as English. There are many activities that can be done by students to improve their listening skill. One of them, the students should have a habit of listening. Habit is a behavior routine that is replicated daily and appears to happen subconsciously. (Dewi & Sukarni, 2020) It will arise if there is continuous action and motivation. habit is something that is not conducted drastically but it is conducted repeatedly, and continuously.

Watson, as behaviourism psychologist defines habit as a regular behaviour (2010). This idea is supported by Butler (2012: 61) who believes that habits are automatic routine behaviour that is repeated regularly without thinking. Based on the explanation above, it can be concluded that interested in English songs could make students listen to English songs more often and repetition in an activity that might form a habit. A song can change the atmosphere in a classroom or prepare students for a new activity. (Miranti & Dwiastuty, 2018) The activity of listening to English songs will be done very easily. Turning on the radio, phone, computer, or any other media will be done automatically and with no effort any time they want. Students like to listen to English songs while doing activities or doing assignments and make them happy and excited. Through songs, students learn the language in a fun way unconsciously.

According to Murphey in (Arsyida, 2018), There are three measures of an English song listening habit. There is repetitive action, attention and getting the meaning. Listening to the song means that students will try to imitate and practice repetition of the lyrics. The habit of listening to English songs is one of many examples. When students listen to the lyrics, students will listen to how to speak correctly. Sometimes what students listen to is not the same as what the Singer says. Then they are wrong in practicing speaking, because students are not listening clearly and getting the meaning of the lyrics.

The researcher is interested in trying to prove the correlation of habit of listening to English songs and speaking skill. The researcher considers that so many language skills can be learnt from a song.

2 RESEARCH METHODS

This research was descriptive quantitative. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistics. (Muijs, 2004) In this study, the researcher described the influence of students' habit of listening to English songs on their speaking skill at the second semester students of MTS Amaliyah Cibinong in the academic year of 2021/2022.

The population of this research was the second semester students of Eighth grade of MTS Amaliyah Cibinong in the academic year of 2021/2022 which consists of one class. The population is 49 students. There are two variables of this research. The independent variable was the students' habit of listening to English songs and the dependent variable was students' speaking skill. This research used random sampling. This sample involved

44 students. In doing research, the researcher used three activities to collect data. The first was preparing the instrument, the researcher prepared the research instrument to collect the data and to analyse them; Giving questionnaire: the questionnaire consists of 25 statements was done to measure the students' habit of listening to English songs, the third was distributing the questionnaire, the fourth asking students' speaking score from the teacher. To analyse the data, the researcher used descriptive analysis.

3 RESULT AND DISCUSSION

From 44 students of Eight grade MTs Amaliyah Cibinong, the result of the research about habit of listening to English songs shows that 3 students are in very strong category (6,9%), 8 students are in strong category (18,2%), 16 students are in fair category (36,3%), 8 students are in weak category (18,2%), 9 students are in very weak category (20,4%). The calculation of the mean of students' habit strength is 61,5 which means the students habit strength in listening to English songs is in fair level.

From the result of the speaking test, it shows that 3 students are in very good category (6,9%), 8 students are in good category (18,2%), 31 students are in fair category (70,5%), and 2 students are in bad category (4,4%). And the calculation of the mean of students speaking skill is 62,4, which means the students' speaking skill is in fair level.

The result of data analysis shows that the correlation value (r_{xy}) between students' habit in listening to English songs and their speaking skill is 0,876. For $N = 44$ "r" table for 5% significance is 0,236. It appears that $r_{xy} 0,876 > 0,236$. It means that the hypothesis null (H_a) is accepted and hypothesis alternative (H_0) is rejected. Therefore, the conclusion is that there is very high correlation between students' habit in listening to English songs and their speaking skill.

3.1 Descriptive Data

Based on the result of variable X, the researcher found out that the highest score is 107 and the lowest scores are 48, the mean score is 77,56, median score is 78,25, mode score is 79,5, standard deviation is 15,15. The accumulated result is 3381. Based on the descriptive data of variable Y, the researcher found out that the highest score is 88 and the lowest scores are 40, the mean score is 62,4 median score is 59, mode score is 58,75, standard deviation is 11,58. The accumulated result is 2640.

3.1.1 Students' Habit of Listening to English Song (Variable X)

The result of students' habit of listening to English songs can be categorized as the following table:

Tabel 1. Descriptive Data Variable X

No	Category	Score	Frequency	Percentage
1	Very Strong	80 - 100	3	6,9%
2	Strong	70 - 79	8	18,2%
3	Fair	60 - 69	16	36,3%
4	Weak	50 - 59	8	18,2%
5	Very Week	0 - 49	9	20,4%

Based on the table above, it can be concluded that from 44 students, 15% is excellent, 54% is good, 24% is sufficient, 7% is fairly sufficient, and there is no student belong to low.

3.1.2 Students' Speaking Skill (Variable Y)

To know the students' speaking skill category, the researcher classifies the data into 4 categories (Arikunto, 2000) namely: Very good, Good, Fair and Bad. The Classifications of the categories are seen in the following table:

Tabel 2. Descriptive Data Variable Y

No	Category	Score	Frequency	Percentage
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1	Very Good	80 - 100	3	6,9%
2	Good	65 - 79	8	18,2%
3	Fair	50 - 64	31	70,5%
4	Bad	1 - 49	2	4,4%

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Based on the table above, it can be concluded that from 44 students, 6,9% is very good, 18,2% is good, 70,5% is fair, and 4,4% is bad.

3.2 Hypothesis Test

The hypothesis tested in this research explained about contributions X variable to Y variable and significant the correlation between Habit of listening in speaking skill. In order to test hypothesis, we were done calculated r count it used Pearson's product moment correlation

$$r_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \cdot \sum x^2 - (\sum X)^2] [n \cdot \sum Y^2 - (\sum Y)^2]}} \quad (1)$$

$$= \frac{(44 \cdot 209192) - (3381) \cdot (2640)}{\sqrt{(44 \cdot 270057) - (11431161)} \times \sqrt{(44 \cdot 163488) - (6969600)}} \quad (2)$$

$$= 0,876 \quad (3)$$

Based on the result of the calculation above, it is known that r_{xy} is 0,876.

Tabel 3. Table of interpretation r Product Moment

The Value of "r" Pearson Product Moment Interpretation	
0,800 - 1,000	Very High
0,600 - 0,800	High
0,400 - 0,600	Medium
0,200 - 0,400	Low
0,000 - 0,200	Very Low

From the table above, it is seen that the r_{xy} 0,876 means that the correlation between variable X and variable Y in this research is very high. It means there is very high correlation between variable X and variable Y in this research. Then, r determination is as follows:

$$r^2 = r_{yx} \times 100\% \quad (1)$$

$$= (0,876)^2 \times 100\% \quad (2)$$

$$= 0,7674 \times 100\% \quad (3)$$

$$= 76,74\% \quad (4)$$

So, the determination coefficient is 76,74%. This means the students' habit of listening to English songs contributed 76,74% to the students speaking skill. Whereas, 23,26% is influenced by other aspects not examined in this research

4 CONCLUSIONS

From 44 students of Eight grade MTs Amaliyah Cibirong, the result of the research about habit of listening to English songs shows that 3 students are in very strong category (6,9%), 8 students are in strong category (18,2%), 16 students are in fair category (36,3%), 8 students are in weak category (18,2%), 9 students are in very weak category (20,4%). The calculation of the mean of students' habit strength is 61,5 which means the students' habit strength of listening to English songs is in fair level.

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According to the coefficient of correlation, the significance value of the r value lower than the r table ($0.876 > 0.236$) means that there is significant correlation between the student's habit of listening to English songs and their speaking skill. The result of the R square showed that the student's habit of listening to English songs has a very high influence on the student's skill to speak English, is 76,74% and the remainder is 23,26% influenced by other factors.

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