



The Correlation Between Students Habit In Listening English Song And Vocabulary Mastery At Mts Yusufiyah

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ABSTRAK

Menguasai kosakata yang kuat meningkatkan kemampuan komunikasi siswa, memungkinkan mereka untuk mengungkapkan ide secara efektif. Observasi mengungkapkan masalah seperti keterbatasan kosakata, ketidakmampuan memahami makna kata, kesulitan dalam menghasilkan kata-kata baru, dan tantangan dalam menghafal kata-kata di antara beberapa siswa. Untuk mengatasi masalah ini, berbagai metode dan kebiasaan, termasuk mendengarkan lagu-lagu berbahasa Inggris, dapat meningkatkan kosakata. Mendengarkan berulang-ulang lagu-lagu berbahasa Inggris menjadi kebiasaan, mengekspos siswa pada kosakata baru dalam lirik lagu. Penelitian ini bertujuan untuk menyelidiki korelasi antara kebiasaan siswa mendengarkan lagu-lagu berbahasa Inggris dan penguasaan kosakata mereka di kalangan siswa kelas VIII di Mts Yusufiyah Jakarta Timur. Studi ini menggunakan pendekatan kuantitatif, termasuk uji persyaratan awal (normalitas dan linearitas), dengan sampel 30 siswa dari kelas VIII Mts Yusufiyah. Pengumpulan data melibatkan kuesioner dan tes, dengan analisis menggunakan uji T. Hasil menunjukkan korelasi positif yang signifikan ($r = 0,644$) antara kebiasaan siswa mendengarkan lagu-lagu berbahasa Inggris (X) dan penguasaan kosakata mereka (Y), dengan tingkat signifikansi (α) sebesar 0,05. Nilai p (2-ekor) adalah 0,00, lebih kecil dari 0,05, mengkonfirmasi signifikansi korelasi tersebut. Dengan demikian, hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_a) diterima. Dalam kesimpulan, terdapat korelasi positif dan kuat antara kebiasaan mendengarkan lagu-lagu berbahasa Inggris dan penguasaan kosakata.

ABSTRACT

Possessing a strong vocabulary enhances students' communication skills, enabling them to express ideas effectively. Observations revealed issues such as limited vocabulary, inability to grasp word meanings, difficulty in producing new words, and memorization challenges among some students. To address these issues, various methods and habits, including listening to English songs, can improve vocabulary. Repeated listening to English songs becomes a habit, exposing students to new vocabulary in song lyrics. This research aimed to investigate the correlation between students' habit of listening to English songs and their vocabulary mastery among 8th-grade students at Mts Yusufiyah Jakarta Timur. The study utilized a quantitative approach, including prerequisite tests (normality and linearity), with a sample of 30 students from class VIII Mts Yusufiyah. Data collection involved questionnaires and tests, with analysis using a T-test. Results indicated a significant positive correlation ($r = 0.644$) between students' habit of listening to English songs (X) and their vocabulary mastery (Y), with a significance level (α) of 0.05. The p-value (2-tailed) was 0.00, smaller

than 0.05, confirming the correlation's significance. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. In conclusion, there is a strong and positive correlation between the habit of listening to English songs and vocabulary mastery.

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1. INTRODUCTION

Understanding English is an important aspect of language skills, especially in the context of learning English. A strong vocabulary allows a person to communicate more effectively, express ideas and understand the messages conveyed by speakers of that language. Therefore, it is important for students to develop their understanding effectively during the teaching and learning process. In this context, students' habit of listening to English songs can be a factor that influences their mastery of understanding. This study aims to investigate the relationship between students' habits of listening to English songs and vocabulary mastery at Mts Yusufiyah, a secondary school in East Jakarta. In developing this research, we referred to a number of references from relevant Indonesian journals to support the understanding and conceptual framework of this research. Understanding comprehension is a key component in learning English. As the basis of communication, broad comprehension plays an important role in language comprehension and expression [1]. In an educational context, vocabulary mastery is an integral part of developing students' language skills.

Studies on the influence of listening to songs on language learning have surfaced in the literature. As noted by Sugiyono, music, including songs, can facilitate comprehension through repeated exposure [2]. In the context of vocabulary learning, the listening method has been proven to be effective in improving vocabulary understanding [3]. Listening to songs in English can be an effective method for learning vocabulary. Research by Widodo emphasized the positive role of music, including songs, in improving students' mastery of English [4]. Listening to songs can be a fun and effective learning experience. To understand how English song listening habits can influence vocabulary mastery, we need to look specifically at students' habits. These habits could be related to how often they listen to English songs, the types of songs they listen to, and the way they integrate these listening experiences in their learning process. Previous research has tried to assess the correlation between song listening habits and students' comprehension. Results from these studies vary, with some studies finding a positive association, while others do not [5]. Learning English in Indonesia has its own challenges, including a lack of exposure to English in everyday contexts [6]. Therefore, it is important to understand the role of various learning methods, including listening to songs, in improving students' vocabulary mastery.

Active learning approaches, which involve students directly in the learning process, have been proven effective in improving mathematics mastery [7]. Listening to songs can be a fun form of active learning. English learning is also related to students' cultural and social context. These factors can influence students' habits in listening to English songs and their comprehension [8]. The results of this research can have important impacts in the educational context. If it is proven that there is a positive relationship between the habit of listening to English songs and students' mastery of comprehension, then this approach can be recommended in learning English in schools in Indonesia. In this research, we will try to combine understanding from these various sources to investigate the relationship between English song listening habits and students' mastery of comprehension at Mts Yusufiyah, East Jakarta. With the information we have obtained, we can better understand how listening to songs can influence students' vocabulary development in learning English at this school.

2. METHOD

This study focuses on listening habits and vocabulary knowledge of English songs. Therefore, the researcher used a quantitative approach in his study. According to Creswell (2014), "Quantitative research is an interrelated set of constructs (or variables) formed into statements or hypotheses that specify the relationship between variables (usually in terms of magnitude or direction)." In this study, there are two Variables. The aim of this study was to examine the correlation between listening habit of English songs and vocabulary mastery. To relate the two variables, the researcher used a correlation design. According to Ari (2010), "correlation research methods are used to evaluate the relationships and patterns of relationships between variables in a group of subjects." In conducting the study, the researcher used a special formula to measure the correlation between two variables. This means that the data obtained can be easily interpreted and conclusions can be drawn about the research question.

2.1 Population

According to Sugiyono (2011) "Population is a generalized field that includes objects or subjects with certain qualities and characteristics determined by researchers to study and draw conclusions." The subjects of this study were 8th grade students of Mts Yusufiyah, East Jakarta for the 2023/2024 academic year, including 30 students.

2.2 Sample

There are several sampling techniques for research. To obtain the data needed for this study, the researcher used a set of questions and tests. In a study, a representative sample is important to achieve the research objectives. According to Bungin (2005), "sampling is the problem of how to organize a certain research sampling technique, how to select a sample to become a representative sample" The sample of this study was 8th grade students of Mts Yusufiyah East Jakarta, a total of 30 students There are 16 female students and 14 male students

3. HASIL DAN PEMBAHASAN

3.1 Research Findings

In the research findings, the researcher describes a description of the data that includes two variables: a predictor variable and criterion variables. The researcher also describes data analysis, which consists of prerequisite testing and hypothesis testing.

3.1.1 Description of the Data

The description of the study is based on the results of the English Song Listening Habit Questionnaire and the vocabulary test results of eighth grade students of Mts Yusufiyah East Jakarta. The representation takes the form of mean, mode, standard deviation, highest and lowest value, supplemented by a description of the variables in the form of a histogram. To calculate the mean, median, mode, etc., the researcher used SPSS 24.00 for Windows and got the following result.

X = habit of listening English song (predicted variable) Y = vocabulary mastery (criterion variables)

Table 1. the Computation of Mean, Median, Mode, etc

Statistics			
		Questionnaire	Vocabulary test
N	Valid	30	30
	Missing	0	0
Mean		64.93	63.53
Std. Error of Mean		1.434	1.335
Median		66.00	64.00
Mode		66	68a
Std. Deviation		7.856	7.310
Variance		61.720	7.310
Range		32	30
Minimum		48	48
Maximum		80	78
Sum		1948	1906
a. Multiple modest exist. The smallest value is shown			

The data obtained on the table above can be explained as follows :

a. The Data of Habit of Listening to English Song (X)

Data on the habit of listening to English songs is collected through a questionnaire. The questionnaire consists of 30 items that are valid. The test participant consists of 30 eighth

grade students of Mts Yusufiyah East Jakarta as a research sample. From the listening habits results of the English Song Questionnaire, we know that the highest score is 80 and the lowest score is 48, so the range is 32. The sum is 1948 and the respondent is 30 so the mean is 64.93. The standard error of mean is 1.434, the median is 66.00, the mode is 66, the variance is 61.720, and the standard deviation is 7.856. It can be concluded that the ability of the students in answering questionnaire of Habit listening to the English Song at eight grade of Mts Yusufiyah Jakarta is various. The frequency of the distribution of the scores can be seen on the following table :

Table 2. the Distribution and Ranks of the Habit in Listening to English Song (X)

Questionnaire				
		Frequenchy	Class Limits	Rank
Valid	48	1	45 - 51	1
	54	1	52 - 58	2
	56	3	52 - 58	2
	58	3	52 - 58	2
	60	3	59 - 65	3
	62	1	59 - 65	3
	64	1	59 - 65	3
	66	5	66 - 72	4
	68	4	66 - 72	4
	70	3	66 - 72	4
	72	1	66 - 72	4
	76	1	73 - 80	5
	78	1	73 - 80	5
	80	2	73 - 80	5
	Total	30		

From the above data, we can know that there is a student who achieved an interest score of 48 and that would definitely be the lowest score. Also, there is a student who got 80 points for his habit of listening to English songs, and this will definitely be the highest score. The habit of listening to the score of an English song from the Habit questionnaire. From the highest and lowest scores, we can find the range of the data: the range is the highest value minus the lowest value, and the result is $80 - 48 = 32$. From the above table, the researcher can conclude that the value of The habits while listening to English songs in eighth grade of Mts Yusufiyah Jakarta are different. Then, the frequency distribution of English song data according to listening habits can be seen in the following histogram:

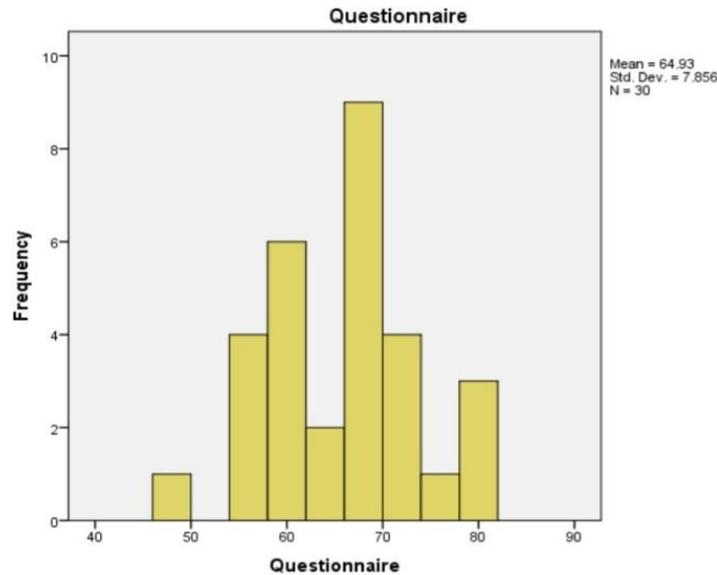


Figure 1. Habit of Listening to English Song Score

b. The Data of Vocabulary Mastery (Y)

Vocabulary data is collected during the test. The test consists of 30 valid items. The test participants are 30 eighth grade students from Mts Yusufiyah East Jakarta (study sample). From the result of the vocabulary test, we know that the highest score is 78 and the lowest score is 48, so the range is 30. The Sum is 1906 and the respondent is 30 years old, so the mean is 63.53. The standard error of the mean is 1.335, the median is 64.00, the mode is 68, the variance is 53.430 and the standard deviation is 7.310. It can be concluded that students' ability to answer the vocabulary test in eighth grade of Mts Yusufiyah Jakarta varies. The frequency distribution of the points can be seen in the following table:

Table 3. the Distribution and Ranks of the Students' Vocabulary Mastery (Y)

Vocabulary test				
		Frequency	Class Limits	Rank
Valid	48	1	45 - 51	1
	50	1	45 - 51	1
	54	3	52 - 58	2
	58	3	52 - 58	2
	60	4	59 - 65	3
	62	2	59 - 65	3
	64	2	59 - 65	3
	66	1	66 - 72	4
	68	5	66 - 72	4
	70	5	66 - 72	4
	72	1	66 - 72	4
	74	1	73 - 80	5
	78	1	73 - 80	5
	Total	30		

From the above data, we can know that there is a student who scored 48 points in the verbal examination, and this will definitely be the lowest score. In addition, there is a student who achieved a score of 78 in verbal intelligence, which would certainly be the highest verbal intelligence score in the verbal test. Using the highest and lowest values we can determine the range of the data. The range is the highest score minus the lowest score and the result is $78 - 48 = 30$. From the above table, the researcher can conclude that the vocabulary knowledge test score of eighth grade students of Mts Yusufiyah in Jakarta is different. The frequency distribution of the vocabulary acquisition data can then be seen in the following histogram.

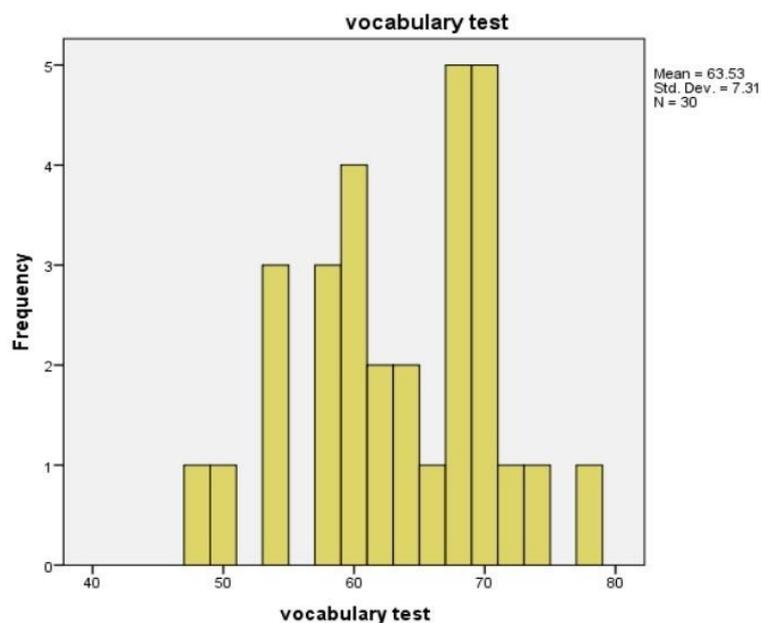


Figure 2. Vocabulary Mastery Score

3.2 Data Analysis

The data analysis of this study consists of preliminary requirements testing and hypothesis testing. Before testing the hypotheses, it is necessary to check the assumptions using normality and linearity tests. There are two preliminary tests in this study: normality tests to determine whether the data distribution is normal or not and linearity tests to determine the shape of the regression or not.

3.2.1 Normality Testing

The normal distribution test is about finding out whether the distribution of study data with variable data is normal or not. In this study, there are two types of normality data tests: normality of English song listening habits and normality of vocabulary mastery. If the data is abnormal, parametric statistics can be used to analyze the data. To calculate the normality of the data, the researcher used the Kolmogorov-Smirnov formula via SPSS 24.00 for windows at the 5% significant level. The result of calculating the normality test can be seen in the following table.

Table 4. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Vocabulary test	.163	30	.041	.967	30	.465
Questionnaire	.121	30	.200*	.970	30	.530
* This is a lower bound of the true significance						
a. Lilliefors Significance Correction						

The data obtained on the table above can be explained as follow:

a. Normality Habit of Listening to English Song (X)

Based on the normality tests tabulated above, the normality test distribution of listening habits for English songs for N=30 in the eighth grade of Yusufiyah Jakarta is 0.530 at a significance level of $\alpha=0.05$. The result shows that the variable data “Listening Habits of English Songs” has a normal distribution as the significance is above 0.05.

b. Normality of Vocabulary Mastery (Y)

Based on the normality tests tabulated above, the distribution of normality tests by vocabulary level for 30 respondents of eighth grade of Mts Yusufiyah Jakarta at the significance level $\alpha = 0.05$ is 0.465. The result shows that the vocabulary learning data variables are normally distributed as the significance is above 0.05.

3.2.2 Linearity Testing

The purpose of the linearity test is to determine whether two variables performed using statistical correlation analysis have a linear relationship or not. If the data is nonlinear, regression analysis cannot be used. To calculate the linearity test, the researcher used the Anova table with a significance level = 0.05 within SPSS 24.00 for Windows.

Table IV.5 Linearity of Habit in Listening English Song (X) and Vocabulary Mastery (Y)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Vocabulary test Questionnaire	Between Groups	(Combined)	992.467	13	76.344	2.193	.069
		Linearity	643.328	1	643.328	18.480	.001
		Deviation from Linearity	349.138	12	29.095	.836	.617
	Within Groups		557.000	16	34.813		
	Total		1549.467	29			

Based on the table linearity tests provided above, the linearity test of English song listening habits and vocabulary acquisition for N= 30 at a significance level of $\alpha = 0.05$ is 0.617. The results show that the linearity test of the assessment of English song listening habits and vocabulary acquisition of eighth grade Mts Yusufiyah Jakarta has a linear form as the significance is higher than 0.05.

3.3 Hypothesis Testing

Since the calculation of normality and linearity shows that the data is normally distributed, the researcher can further test the research hypothesis. The hypothesis of this study is that there is some relationship between students' habit of listening to English songs and their vocabulary in the eight grade of Mts Yusufiyah Jakarta. To test the hypothesis, the researcher analyzed the data using Spearman rank correlation using SPSS 24.00 for Windows. The statistical formulations of the first hypothesis are as follows:

Ho: $\text{sig} > \alpha$. It means that there is no significant correlation between X and Y

Ho: $\text{sig} < \alpha$. It means that there is significant correlation between X and Y

The calculation result shows that the correlation coefficient between students' habit of listening to English songs and their vocabulary is 0.005, as shown in the following table:

Table 6. The Correlation Between Students Habit in Listening English Song and Their Vocabulary Mastery

		Questionnaire	Vocabulary test
Questionnaire	Correlation	1.000	.739**
	Coefficient	.	.000
	Sig. (2-tailed)		
	N	30	30
Vocabulary test	Correlation		
	Coefficient Sig.	.739**	1.000
	(2-tailed)		.30
	N	.000	
		30	

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

This means that the correlation between students' listening habits of English songs and vocabulary is negative. At the significance level $\alpha=0.05$ and the number of respondents 30 sig. (two-sided) is 0.00. It is less than 0.05, so the correlation is significant. This creates a connection of meaning, that is, Ho is rejected and Ha is accepted. Thus, the correlation between students' habit of listening to English songs and their vocabulary is positive as the correlation coefficient is 0.005.

4. CONCLUSION

Based on the research finding and the discussion of the research finding has been provided in the purpose in the previous chapter. The researcher explained the conclusion of research according to the objective of the study. Based on the study that has been conducted, the result

brings to the following conclusion that there is a positive correlation between student's habit in listening to English song (X) and vocabulary mastery (Y) of eight grade students of Mts Yusufiyah Jakarta in the academic year of 2023/2024. At the level significant 0.05 and the number of respondents are 30, the sig (2-tailed) is 0.000. It is lower than 0.05 so the correlation is significant and is has a strong correlation

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