Correlational between Listening Habit to English Songs and Vocabulary Mastery

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Abstract This study investigates the relationship between students' habits of listening to English songs and their vocabulary mastery. This research uses the quantitative method with a correlational research type. The sample of this study was 22 students of class XI MAN Tapanuli Selatan. Data were collected using questionnaires and tests and analyzed using the product moment test. The results of this study show that there is a correlation between the habit of listening to English songs and vocabulary mastery in the category with the value of $r_{count} > r_{tabel}$ (0.442 > 0.423). Therefore, the t-test shows that the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected.

Keywords: Listening Habit; English Songs; Vocabulary Mastery; Repetition; Behavior.

Abstrak Penelitian ini bertujuan untuk menyelidiki hubungan antara kebiasaan mendengarkan lagu-lagu Bahasa inggris siswa dan penguasaan kosakata mereka. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian korelasional. Sampel penelitian ini adalah 22 siswa kelas sebelas MAN Tapanuli Selatan. Pengumpulan data dilakukan dengan menggunakan angket dan tes, kemudian dianalisis dengan menggunakan tes product moment. Hasil penelitian menunjukkan bahwa terdapat hubungan antara kebiasaan mendengarkan lagu-lagu Bahasa inggris siswa dan penguasaan kosakata pada kategori sedang dengan perhitungan rhitung > rtabel (0.442 > 0.423). Oleh karena itu uji T juga menunjukkan hipotesis alternative (Ha) diterima dan hipotesis nol (H0) ditolak.

Kata Kunci: Kebiasaan Mendengarkan; Lagu-lagu Bahasa Inggris; Penguasaan Kosakata; Pengulangan; Sikap.

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INTRODUCTION

Vocabulary has several important uses, namely as effective communication that helps to communicate better, as the development of the four skills in English language learning, as a diverse context that is used in various contexts such as job interviews, business communication, and daily interactions, and as an influence in thinking that helps to understand and use the right words to convey ideas and feeling. Vocabulary refers to a list or set of words of a particular language or words that individual speakers of language might use (Brown, 2013; Vu & Michel, 2021). The ideal thing in teaching vocabulary is to use effective methods, appropriate resources, interesting activities, technology and diverse methods to improve students' vocabulary skills.

There are many efforts to improve vocabulary mastery and achieve vocabulary learning goals for students. The government provides access to teaching media and a better curriculum to schools, with the learning media and teaching materials provided by the government. Therefore, schools provide the best education to all students by using and making the best use of what the government has given to schools to achieve students' educational goals. And teacher becomes the main right hand for students' learning process, teacher must be able to use media and curriculum properly to achieve effective and active learning process. There are five the goals of vocabulary mastery, namely Effective communication, Improved reading comprehension, Improved writing skill, Be Better speaking skill and Cultural understanding (Sari, 2022). As a result, it will be easier for students to achieve their learning goals. There are two factors of vocabulary mastery namely internal and external factors. Internal factors are age, experience, and learning style. External factors are motivation, habit, instruction, and access to native speakers (Andari, 2023). Because habit is one of the factors in vocabulary mastery, so habit can be associated with several materials that support the effectiveness of English

learning, namely listening habit to English songs. Habit is the process that determines behavior, and habitual behavior is the output of that process (Gardner et al., 2022). Song can also be useful tools in learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 2013). 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 (Putri, 2024). Based on the quotations above, it can be concluded that listening habit to English songs is one of the vocabulary factors.

Listening habit to English songs is an activity of listening to English songs that is done repeatedly until it becomes a habit. Listening habit to English songs also an important factor in vocabulary mastery. Students who frequently listen to English songs generally have better vocabulary skills than those who do not. This is because songs often include a variety of repeated and memorable vocabulary and phrases, making them easier to learn and remember (Vedantu, 2024; Yuliarini, 2022). In addition, listening to English songs can improve listening comprehension and pronunciation skills, which are essential for effective communication in English. In short, the habit of listening to English songs can contribute positively to the development of language skills, especially vocabulary, by making the learning process more fun and interesting.

There are 4 indicators used to get the habit of listening to English songs for students or listeners: 1) frequency of repetition in a stable context, "the number of times the behavior is performed daily or weekly." 2) automaticity: automaticity relates to the involuntary and unintentional and uncontrollable or unconsciously finding ourselves doing or having done something, 3) rewards: perhaps just feeling good about self and 4) Identity: performing certain behaviors that are defined as "typically me"(Hollingworth and Barker, 2019). 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 (Putri, 2024). The number of hours spent performing the behavior listening to English songs is considered the main characteristic of the habit of listening to English songs. These aspects were summarised in the questionnaire.

The role of listening habit to English songs aids in vocabulary mastery and optimizes students' vocabulary learning. Learning habit are behaviors that children engage in throughout learning activities, both at school and at home (Hutagaol et al., 2023). learning habit carried out by students are different. In other words, learning habit are ways of learning that done by students to acquire knowledge (Havwini et al., 2024; Sunarti, 2024). Listening to English songs is an effective source of materials for students (Wardiansyah et al., 2019). Effective materials can lead students to enrich more vocabularies, in addition to making listening to English songs a normal action. 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 (Florencia, 2024; Putri, 2024). English song materials can stimulate students to learn, and use the materials as a motivator to attract their interest in learning English. The materials can help the learning process effective.

METHOD

This research used a correlational quantitative method. The population of this study consist of 165 students with 22 students as sample from the XI grade students of MAN Tapanuli Selatan. The sample of this study was taken by using purposive sampling. The data were collected through questionnaires for English songs listening habits and tests for vocabulary mastery, fill-in forms and analysis by using Pearson product moment to test the correlation and t-test to test the hypothesis.

RESULT AND DISCUSSION

The research discussion of the findings regarding the correlation between listening habit to English songs and vocabulary mastery of class XI students of MAN Tapanuli Selatan. This study analyzed the correlation of data between listening habit to English song and vocabulary mastery of students by using the product moment formula. The variable (X) is habit of watching movie and variable (Y) is speaking mastery. The result or score from both of them below:

Tabel 1 *The Result Score*

No	Statistic	Variable X	Variable Y
1	High Score	93	88
2	Low Score	64	64
3	Range	29	24
4	Interval	81.31	77.54
5	Mean Score	81	78
6	Median Score	80	76
7	Mode	93	88

Based on the data above, habit of listening to English songs categorized into "very good" based on the mean score and vocabulary mastery into "good" based on the mean score.

a. Listening Habit to English Songs

The students listening habit to English songs is variable (X) and the score of the variable (X) has been obtained in the table below:
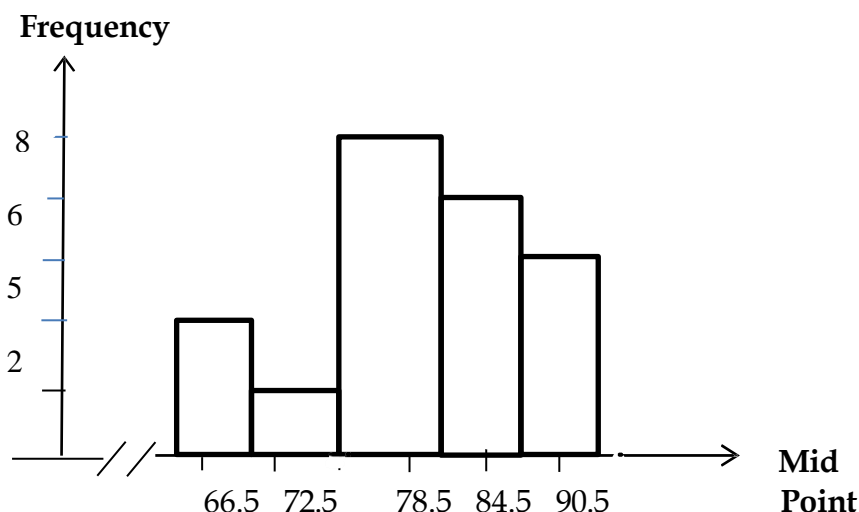
Frequency

Figure 1 *Description of Data Listening Habit to English Songs*

Based on the picture above, it could be seen that the value of the midpoint was the value obtained from the calculation of each class to determine the midpoint in that class. The highest peak in the center of the histogram indicated the highest frequency of data, which was 8 (76-81) with a midpoint of 78.5, and the lowest frequency was 1 (70-75) with a midpoint of 72.5. As seen in the diagram above, normality appeared normal in the shape of an inverted parabola with the highest peak located in the center.

b. **Vocabulary Mastery Data**

The students' vocabulary mastery is variable (Y) and the score of the variable (Y) has been obtained in the table below:
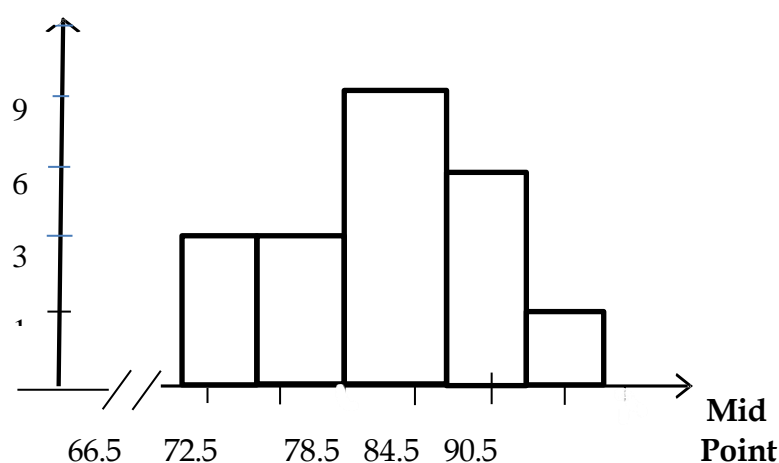
Frequency

Figure 2 *Description of Data Vocabulary Mastery*

As shown in the figure above, the median shows the middle value of each interval class and the height and low of the histogram shows the frequency in that interval class. From the data above, 76-81 with mid-point 78.5 was the highest peak with frequency of 9 students, which means that most students get score with a good of 78.5. The highest peak is not so in the middle but still portray the inverted parabola which means the normality shows normal data distribution.

c. **Hypothesis Test**

The purpose of the hypothesis test was to evaluate the relationship between the habit of listening to the English songs and vocabulary mastery at the eleventh grade of MAN Tapanuli Selatan. Based on the findings, the researcher performed Pearson product moment analysis with SPSS Version 26 to analyses the hypothesis.

Table 2. *T-Test*

Correlations		X	Y
X	Pearson Correlation	1	**.442***
	Sig. (2-tailed)		**.040**
	N	22	22
Y	Pearson Correlation	.442*	1
	Sig. (2-tailed)	.040	
	N	22	22
*. Correlation is significant at the 0.05 level (2-tailed).			

The results of calculations using SPSS obtained a correlation coefficients rxy = 0.442. The result showed that r count > r table (0.442 > 0.423). The findings revealed that there was a link between habit of listening to the English songs and vocabulary mastery at the eleventh grade of MAN Tapanuli Selatan was classified in "average" category. It is stated in the coefficient correlation interpretation based on (Malik, 2018).

Table 3 *Interval Table*

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result on the XY interpretation table is the "average" category. This means that when students have a high habit of listening to English songs, it will affect their vocabulary mastery, so their vocabulary mastery will also increase.

Table 4 *Paired Samples Test*

		Paired Differences						t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	X - Y	3.773	8.440	1.799	.031	7.515		2.097	21	.048

Then, the researcher calculated that t count was 2.097, dk was (22-2) = 19, and the level of significance was 5% (0.05). So, t count > t table (2.097 > 2.080) indicated that a significant correlation existed between two variables in the "Average" category, and the hypothesis was "Accepted."

After doing the research, the researcher talked about the outcome and contrasted it with the outcome in findings connected to the research. The first discussion talked about the relationship between students' listening habits to English songs and their vocabulary mastery. She used the same method and design with this research, but she has different indicators in measuring the habit

of listening to English songs with this research. The result of the calculation score of listening habits to English songs and vocabulary mastery was counted by product moment above, which showed that the index of correlation was 0.506, which is in the interval of 0.4 – 0.6. Thus, the relationship is categorized into positive and moderate correlations. The hypothesis alternative is accepted, and the hypothesis null is rejected. So there is a significant correlation between students listening habit to English songs and their vocabulary mastery (Kartika, 2019).

The second by Nuryani and Setiani obtained the result of 2.520 and t-table of 1.692, with n = 35 using a significant level of 0.05 is 1.692. As a result, H0 is rejected and Ha is accepted, which means the correlation is significant (Nuryani and Setiani, 2022). The last A.E and Fauziah found a positive correlation between listening habits to English songs and vocabulary mastery at a significant level of 0.05 and the number of respondents 30, the significance value (2-tailed) is 0.000. This value is smaller than 0.05 so that the correlation is significant and has a strong correlation (Fauziah, 2023). According to the explanation above, it was shown that this study produced results that were consistent with early research, which found a significant correlation between students' habits of listening to English songs and their mastery of vocabulary along with their capabilities of mastery.

In the results of this study, the score of students' habit of listening to English songs was in the "very good" category, and the score of students' vocabulary mastery was in the "good" category. It was assumed that not all students who had a good habit of listening to English songs also had good vocabulary mastery. It also meant that not all students with low categories in English song listening habits had low vocabulary mastery. In this study, many students had the habit of listening to English songs only for entertainment and did not really affect their vocabulary mastery. Therefore, there were other variables that affected students' vocabulary mastery, such as social, cultural, or motivational factors. What motivates students to communicate in other languages depends on various internal and external variables.

Based on this explanation, it was clear that the habit of listening to English songs had a significant correlation with vocabulary mastery. Finally, from the hypothesis testing of this study, it was found that the habit of listening

to English songs significantly correlated with the vocabulary mastery of grade XI students of MAN Tapanuli Selatan. This fact could be seen from the r-count > r-table (0.442 > 0.423) and t-count > t-table (2.097 > 2.080), which indicated that the correlation was positive, meaning that if the independent variable increased, then the dependent variable also increased. This was accompanied by an increase in the dependent variable, so the correlation that occurred was included in the average category.

The habit of listening to English songs is one of the most important roles in improving students' vocabulary mastery. Therefore, to maximize students' vocabulary acquisition, it is very important to encourage the habit of listening to English songs in the classroom. This can be done by the teacher and also by the students themselves with the help and direction of the guide.

CONCLUSION

Based on the result of this research, the conclusion of this study found that there was a significant correlation between students listening habits to English songs and vocabulary mastery in the eleventh grade of students at MAN Tapanuli Selatan with the "average" category. This was determined by looking at the correlation product moment value rxy = 0.442, which was greater than r-table (0.442 > 0.423) at the 5% significant level. As the result of the t-count > t-table where t-count was 2.097 with dk = N-2 = 22-2 = 19 higher than t-table on significant 5 % = 2.080 or (2.097 > 2.080), the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

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