



**THE CORRELATION BETWEEN EFL STUDENTS'
HABIT OF LISTENING TO ENGLISH SONGS AND
THEIR LISTENING COMPREHENSION ABILITY**

SKRIPSI

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Presented to

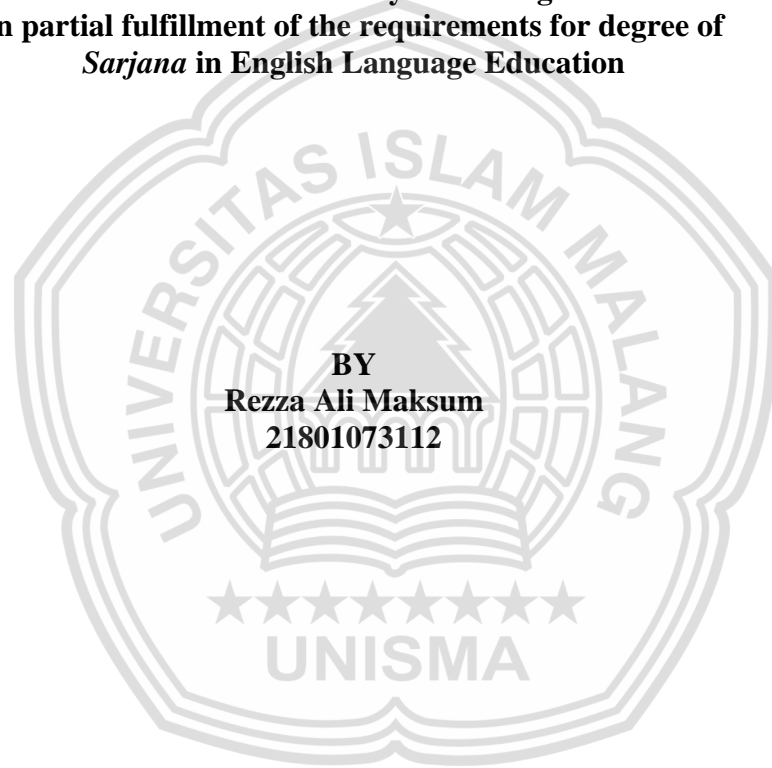
**Faculty of Teacher Training and Education
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**In partial fulfillment of the requirements for degree of
Sarjana in English Language Education**

BY

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**ISLAMIC UNIVERSITY OF MALANG
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ABSTRACT

Ali, Rezza. 2023. *The Correlation Between EFL Students' Habit of Listening to English Songs and Their Listening Comprehension Ability*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Fitri Awaliyatush Sholihah, S.Pd., M.Pd.; Advisor 2: Diah Retno Widowati, S.Pd., M.Pd.

Keywords: Students Habit, English Songs, Listening Comprehension skills

This research aimed to find out the correlation between tudents' habits in listening to English songs and listening skills. Researchers use correlational methods using a quantitative approach. There are two variables in this research. Students' habits of listening to English songs are the independent variable (variable X) and Listening Comprehension is the variable dependent (variable Y). Students' listening habits in English songs were obtained from questionnaires while students' listening abilities were obtained from documentation of the final semester grade C for the Listening course. The population of this study involved all second semester students in the English Language Education Study Program at the University of Islam Malang in 2023 and the sample consisted of students in class C in the listening subject which consisted of 22 students. Samples were taken using random sampling techniques. From the research results, it is known that the mean score is 80.3. The mean score of 80.3 shows that the students' habit in listening to English songs level is "Very Strong" level. From the results of calculating the correlation with SPSS 25, it can be seen that the significant value is 0.136. it means that there is no significant correlation between variable. The coefficient above is negative, which is -0.328. then the direction of the variable relationship is negative. Therefore, it can be concluded that the students who frequently listen to English songs do not guarantee that their abilities will be better than those who rarely listen to English songs.



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Penelitian ini bertujuan untuk mengetahui korelasi antara kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dengan kemampuan mendengarkan. Peneliti menggunakan metode korelasional dengan pendekatan kuantitatif. Terdapat dua variabel dalam penelitian ini. Kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris adalah variabel independen (variabel X) dan Listening Comprehension adalah variabel dependen (variabel Y). Kebiasaan mendengarkan lagu berbahasa Inggris mahasiswa diperoleh dari kuesioner, sedangkan kemampuan mendengarkan mahasiswa diperoleh dari dokumentasi nilai akhir semester C untuk mata kuliah Listening. Populasi penelitian ini melibatkan seluruh mahasiswa semester dua di Program Studi Pendidikan Bahasa Inggris di Universitas Islam Malang pada tahun 2023 dan sampel terdiri dari mahasiswa kelas C pada mata kuliah listening yang terdiri dari 22 mahasiswa. Sampel diambil dengan menggunakan teknik random sampling. Dari hasil penelitian, diketahui bahwa nilai rata-rata (mean) adalah 80,3. Nilai rata-rata 80,3 menunjukkan bahwa tingkat kebiasaan siswa dalam mendengarkan lagu-lagu berbahasa Inggris berada pada tingkat "Sangat Kuat". Dari hasil perhitungan korelasi dengan SPSS 25, dapat diketahui bahwa nilai signifikannya adalah 0.136. artinya tidak ada korelasi yang signifikan antara variabel. Koefisien di atas bernilai negatif, yaitu -0,328. maka arah hubungan variabel adalah negatif. Oleh karena itu, dapat disimpulkan bahwa siswa yang sering mendengarkan lagu-lagu berbahasa Inggris tidak menjamin bahwa kemampuan mereka akan lebih baik daripada siswa yang jarang mendengarkan lagu berbahasa Inggris.



CHAPTER 1

INTRODUCTION

This chapter covers various topics related to research. They are research background, research questions, research objectives, research significance, research scope and limitations, and definitions of key terms.

1.1 Background of the Study

Good education can be a key factor in making progress, and a nation can benefit from having educated members who are respected on the global scale.

In the era of globalization, being an accomplished individual necessitates the ability to properly convers with people from various language backgrounds across the world. This cross-cultural communication demands proficiency in multiple languages. Among the commonly acknowledged international languages, English holds a prominent place for communication on a global scale. It has a ubiquitous presence worldwide. Regardless of one's travel destination or profession, English dominates as the lingua franca of communication, enabling broader connections.

English is taught as a foreign language in school and other institution in Indonesia, and foreign language teaching terminology differs from that of second language teaching. A foreign language is one that is not commonly used in the country where it is taught. This is evident as English language instruction begins at the primary school level and continues through the university level. Additionally, English includes various linguistic elements.

Writing, speaking, listening, and reading are the four key language skills. They are essential to master in order to communicate effectively. Learning mastery

of language consists of four main skills, with one of them being listening. Listening plays a crucial role in education and requires a significant amount of concentration. The timing of listening can vary throughout the learning process. According to Lukong (1998), the listener's participation in actively compiling the overall message greatly determines the success of the exchange. Speaker and listener, still two halves of a whole. A connection is formed, of thoughts and feelings. The flow of communication, like a river, never stagnant. Each word and phrase a drop in the pool. On it goes, an exchange both simple and complex. The listener takes in what the speaker gives, and in return, the speaker can reflect on their own words. A dance of sorts, between two minds in conversation. Which means Listening is an essential component of communication because listening can provide substantive, meaningful, and contextual responses.

Listening skills are an active and intentional process in which listeners generate meaning using cues from contextual information and from prior knowledge. From the information, it can be concluded that in order to describe the speaker's intention, competent listeners are needed, Listeners possess a range of skills in addition to processing speech. These abilities include comprehending linguistic forms like speaking pace, listening while engaging, understanding discourse fully, and grasping messages despite unfamiliar words. Importantly, they utilize various strategies to extract meaning and react appropriately based on the Communication' objective.

In the process of communication, the skill of listening holds great significance. It makes up 40-50% of all communication time, according to

Mendelsohn (1994) as quoted by Gilakjani and Ahmadi (2011). In comparison, speaking only comprises 25-30% while reading and writing contribute 11-16% and about 9%, respectively. This starkly indicates that listening requires greater emphasis than any other skill. Consequently, it demands a higher level of attention to comprehend, filter, recall and recast information. That means that mastering listening is not easy it need a lot of practice, in order to be successful in mastering it, you must strive hard by not only practicing once a week but as often as possible.

Listening is regarded as being challenging, just as other English skills. According to Lund and Brown (2006), listeners had trouble with their listening abilities, particularly when it came to detecting the primary idea and extracting precise information from the text. English teachers must utilize teaching strategies that can enhance listening abilities to get around this. Listening to the conversations of native English speakers is often challenging and sometimes difficult for students. speech speed, speaker intonation, most of the unfamiliar vocabulary problems in the understanding of native speakers.

Teachers can use some enjoyable media to increase students' interest in English study. One of them is to teach English listening skills using English music, which is a good alternative media. English songs are prevalent in every media, especially in current millennial era. Many youngsters greatly enjoy English music, which are widely available. Learning English will be more enjoyable and fascinating if a song is occasionally presented in class. English songs are not just enjoyable and interesting. They can be used in teaching a range of English skills. Songs are a great approach to demonstrate how sentences are connected since they

frequently convey stories. Thus, students can study learn the song's lyrics and honing their ear for the language by listening to English music. Teachers can direct students to practice their listening skills by listening to English music, so it can become habits.

When listening to English songs become a habit. The act of listening to music will be done by students very easily. Students or a learners can use a smartphone, computer, mp3 player or other media will be automatic and effortless whenever they desires. Indeed, many students enjoy listening to and even singing English music. This is conceivable since these English songs are regarded "cool" and "trending." English songs are becoming more popular among youngsters. This type of interest might pique some people more anthusiastic and wake the excitement about studying English. They will listen to the English song more often and regurally, and will begin sing a long copying the real singer, remembering the lyrics, and becoming intrigued about the song's meaning. If they are unsure about a word, they will either question someone who speaks good English or looking at a dictionary and look it up themselves.

There are previous studies that make researchers interested in researching this topic. The first previous study was from Nurjanah (2018) had conducted the research entitled "The Correlation Between Students' Habit in Listening Song And Students' English Listening Skill" The design of the study was quantitative research design. She conducted her research at the Trampil senior high school for the pupils twelve grade class. The school is in East Jakarta. The research problems of this of the study "Is there any correlation between students' habit in listening to English

songs and their listening comprehension skill?" The researcher used two instruments in her study such as questionnaire and mid-test score. The research findings of her study is Based on the research, it is apparent that there is a positive and meaningful correlation between the listening behaviors of students and their English listening abilities. This is demonstrated by the Fobserved score of 39.286 and Sig value of 0.000. In comparison to the Ftable, Fobserved has a greater value (> 3.25), whereas Sig has a lesser value (0.05).

The second previous study was by Nurkholis (2018) had done the research entitled "The Correlation Between Students' Listening English Songs Habit and Their Listening Skill at The Second Semester of The Eleventh Grade of Ma Al-Islam Bunut Pesawaran in The Academic Year Of 2016/2017". The design use in this study was quantitative research design. There are two factors in this research. Students' tendency of hearing English song habit (X) and listening competence (Y) were the two factors. In the academic year 2016/2017, he did his research at MA Al-Islam Bunut Pesawaran's eleventh grade, with a total population of 98 pupils. The study's research problems are as follows: "Is there a significant relationship between students' listening habits to English songs and their listening skills in the second semester of the eleventh grade at MA Al-Islam Bunut Pesawaran in the 2016/2017 academic year?" According to the research findings, According to the findings of the SPSS 25 correlation calculation, the mean data scores for students' propensity for listening to English songs is 39.63, with a standard deviation of 5.17. The correlation coefficient is 0.84, signifying a strong positive correlation. This

suggests that 71% of students' listening skills (Y) can be attributed to their habit of listening to English music (X).

From the data above that listening to English music is a good approach to pique listening skills and having the motivation to do research about it at the English Department of the University of Islam Malang (UNISMA), the authors are interested in conducting research about the potential correlation between students' listening skills and their habits of listening to English songs. The researcher assumption that this particular habit might be beneficial for English language learners, coupled with a pre-existing understanding of students' listening skills, led to the creation of a research design entitled "The Correlation between EFL Students' Habit of Listening to English Songs and Their Listening Skills." The study aims to investigate whether such a correlation truly exists or not.

1.2 Research problems

The research problems of this study can be stated as follows :

- How is the students' habit in listening to English songs?
- Is there any correlation between students' habit in listening to English songs and their listening comprehension skill?

Objective of the study

Based on the problem formulation above, the goal of this study is to discover and characterize whether there is a significant relationship between students' habit of listening to English songs and their listening abilities in the second semester of the English department at the University of Islam Malang.

1.3 Significance of the Study

Some of the significance of this research are:

- As a reference for students to motivate them to improve their listening skills in English language learning
- As a consideration for English teachers on how to increase student motivation in listening skills in a more enjoyable way.
- • As an input to increase knowledge for the author and the author's experience in scientific research.
- As a consideration for further research on the same object but with a different point of view.
- Considerations for education managers as input for improving and improve the quality of teaching listening comprehension.

1.4 Scope and limitation of the Study

This study focuses on students who are selected either who often listen to songs or who rarely listen. After that, the researcher investigated what difficulties they faced in listening.

The limitation of this research is that the researcher cannot conduct in-depth observation of all students in semester 2 in the English department.

1.5 Definition of Key Terms

To avoid misunderstanding and ambiguity, the definition of key terms is defined.

1. Correlation

Correlation is one of the technical relationships by analyzing statistics by looking for the relationship of two variables with the shape of their nature so that there is a causal relationship in the variables with the same direction. The origin of

the word Correlation is "correlate" in English. The goal of this type of correlational research design is to establish how strong to what extent a relationship between two or more variables exists and the direction in which the relationship is how. In conclusion, correlation here means a type of scientific research to show whether there is a correlation between the two things studied.

2. Habits

Habit is an action that we do repeatedly either consciously or unconsciously so that it will become a habit in our lives. In this study is to define the sequence of actions that a person learns that are usually involuntarily and have become automatic reactions to certain situations, which can used to achieve certain objectives or end states.

3. English songs

Atfal 2011 found that English songs are English words composed of rhyme, verse and melody, sung with or without musical accompaniment, and used to express someone's feelings. From the above definitions, the author concludes that English songs are English words used to express one's feelings. Every sentence has a deep meaning. Also, the songs can be taught in the classroom, making the songs easy for students to understand

CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

After carrying out all the research processes, by presenting and analyzing in detail the research data that has been carried out on the subject, the researcher concludes that:

1. First, determine the level of student habits. Of the 22 students in class C Literal Listening, English department. The researcher found out from the results of research on the strength of their habits in the routine of listening to English music, showing that 4 students were in the sufficient category, 5 students were in the strong category, and 13 subject or students are in the very strong category. The result may be explained by the fact of calculating the average strength of students' habits, we can find that it has a value of 80.3, These findings suggest that a Strong link exist between students' habitual in practicing by listening to English music and their listening comprehension.
2. Second, from the results of data analysis carried out by researchers, it was found that the significant value was 0.136. This can be interpreted as did not show any significant increase in two variables that has been studied, namely variable the correlation strength of the 2 variables is quite strong with a negative coefficient value. Hence, it could conceivably be hypothesised that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. The findings of this study suggest that the relatively bad correlation

between variables X and Y. This means that students who like to listen to English songs regularly do not necessarily have better listening skills than those who rarely listen to English songs or vice versa.

5.2 Suggestion

Finally to end this study, The researcher wants to donate some motions, for teachers and students, as well as recommendations for further research:

1. English language educators are it is required to be more creative in doing learning to add their students' motivation and desire to listening habits, of course with interesting and fun methods such as listening to English songs or other methods that are in line with developments in the modern era.
2. Students are expected to realize that listening skills are one of the most crucial elements in studying a foreign language, especially English. That way the students or learners can have more motivation for themselves to frequently practice their listening skills by implementing several positive habits which of course can improve their abilities, One of them can be considered is listening to English lyrics or a songs. As students' motivation increases, this will influence their learning process so that it is faster and easier for them to learn English.
3. For future researchers, it is important to realize that this study is only itsy-bitsy or limited to the relationship or major correlation between two variables (students' or learners habits in practicing by listen to English songs and their listening ability), it does not include other factors. Further studies, which take these variables into account, will need to be undertaken. which is of course more innovative by studying



other factors to implement these songs in direct teaching in class, especially during listening classes. With this Further research should be done to investigate the further research regarding the application of this English song to increase students' listening skills as an preference teaching technique in the classroom directly.



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