

EFL Students' habit of Listening to the English Songs and Their Listening Comprehension

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ABSTRACT

This research aimed to find out the correlation between students' habit of listening to English songs and students' listening comprehension. The researcher employed a correlational research design with quantitative approach. This study involved twenty-two students from 2nd year. The data are collected by two techniques, they are questionnaire and documentation. One questionnaire with consist of thirty-one questions enquiring about students' habit listening to English songs and a document of students' final exam scores from the listening course was used as the instruments. The results of the research indicates that there is no significant correlation between students' habits in listening to English songs and their English listening comprehension. It is shown by spearman rank correlation that the score of Sig is more than 0.05 ($0.136 > 0.05$). 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.

Key Words: Students Habit, English Songs, Listening Comprehension skills

INTRODUCTION

Listening plays an important role in communication. Mendelsohn (1994) as cited in Gilakjani and Ahmadi (2011) said that, of the total time spent communicating, listening spends 40-50%, speaking 25-30%, reading 11-16%, and writing about 9%. Thus, we can say that listening has a larger portion than other skills. Therefore, more effort is needed to understand, concentrate filtering, remembering and retransforming information. That means that listening is not a skill that can be mastered overnight, in order to be successful in mastering it, you must strive hard by not only practicing once a week but every day.

As other English skills, listening is also considered difficult. Lund in Brown (2006) found that listeners had difficulty in listening skills, especially in identifying the main idea and finding specific information from the text. To overcome this, English teachers must use learning methods that can improve listening skills. 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.

In learning English, teachers can use some fun media to increase students' interest. One of them is to use English songs which can be a good alternative media to teach English listening skills. Especially in this millennial era, English songs are in every media. It's easy to find English songs, and many teenagers really like them.

Presenting a song in class once in a while will make learning English more fun and interesting. English songs are not only fun and interesting. They are also useful in teaching many skills in English. Songs often tell a story, and songs are an excellent way to show how sentences are connected. So, by listening to English songs, students can learn the contents of the song and also train their ears to be more familiar with English. A student who likes to listen to English songs will usually listen to the same song and repeat it over and over again. That way, the habit of listening to English songs will be formed in him. The activity of listening to songs will be done by him very easily. Using a cell phone, laptop, computer, or other media will be done automatically and effortlessly whenever he wants. In fact, many students like to listen and even sing English songs. This is possible because these English songs are considered "cool" and trending. More and more teenagers are starting to enjoy English songs. For some people, this kind of hobby will easily make them more curious and enthusiastic about learning English. They will listen to the English song as often as possible, and will start singing the song aloud as if imitating the singer, memorizing the lyrics, and getting curious to know the meaning of the song. If they find some words difficult, they will ask someone else who has good English or they can open a dictionary and find the meaning themselves. this kind of activity will help them improve their English skills. Even when they just listen songs, the habit of listening to English songs can help their ears to get used to hearing English words and sounds.

From the data above that listening to English songs is an effective way to improve listening skills and having the desire to do research about it. listening skills in relation to their habits. in listening to English Songs to find out if there really is a correlation between them.

RESEARCH METHOD

Research design

Based on the existing research problems, The researcher employed a correlational research design with quantitative approach. Correlational research is a relationship between two or more variables that is studied without any attempt to influence them. In general, this allows us to draw conclusions about correlation that is, about the extent to which two or more variables are interrelated, so that when one variable increases, the other increases or decreases. This allows researchers to predict one variable on the basis of their knowledge of the other but not to draw conclusions about cause-and-effect relationships. Sometimes correlational research is also referred to as descriptive research because it describes the relationship between two specific variables. According to Kathori (2004), correlation research combines variations of two or more variables. Therefore, research only focuses on the presence or absence of correlation between students' habits in English songs and their listening skills.

Population and sample

The population in this study were all second-semester students who had completed listening courses in that semester with Class A listening as the sample. The sample was taken by means of random sampling, namely by determining and establishing the sample based on certain considerations that the data source under study was deemed to meet the criteria sought by the researcher.

Variables of the Research

In this research, the researcher examined the correlation of variable X and variable Y. These two variables were: students' listening English song habit (X) and their listening skill (Y).

Instrument and technique of collecting data

The instrument and technique of collecting data are needed to find data in this research. The reason of collecting data in doing research is to obtain the material needed.

1. Questionnaire

This questionnaire was arranged and conducted to collect and enrich data from the students about their habits in listening English songs. The questionnaire consists of thirty one statements includes of the features of the students' habit in listening to English songs. The questionnaire was adapted from Sarining Setyo Mubarak (2017). The reliability of the questionnaire has been proven. The category of reliability was stated by Bryman & Cramer (1999) in their book, there are four categories which show the level of instrument's reliance. It can be seen as follows:

Table 3.1 Category of Index Reliability

Indicator	Alpha Cronbach's value
Very high	0.90-1.00
High	0.70-0.89
Moderate	0.30-0.69
Low	0.00-0.30

The result of reliability index of habit of listening English songs can be seen below:

Table 3.2 habit of listening english songs Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	30

From the result above it indicates that this questionnaire is can be used to measure the listening habits of students' English songs because the value shows 0.929 or is on a very high indicator.

2. Documentation

The data documentation used in this study is in the form of final semester grades from the Listening II course in class C at the University of Islam Malang. This data contains the final examination score of students in the form of numbers which can later be processed statistically by researchers.

Data Analysis

Data in qualitative research is different from data in quantitative research. qualitative research in the form of descriptive or describe the phenomenon or research facts as they are. Quantitative is the type of data in the form of numeric or number system.. The data was collected through a questionnaire and documentation, the researcher then organized and represented the data using SPSS 25. This is done by the researcher so that it is easy to understand.

The first data analyzed were Questionnaire. After giving a questionnaire to the students, the researcher collected data. Data were analyzed and categorized. The researcher created a questionnaire in the form of a Google form to facilitate data collection. with a 1-5 Likert scale is measured to find the frequency of habit of the students. The score is categorized to be four categories(Always, Usually, Rarely, and Never) The categorizations can be seen as follow:

Table 3.3 The Response scale of students“ habit of listening to English songs

NO	RATING SCALE	SCORE
1	Always	4
2	Usually	3
3	Rarely	2
4	Never	1

The second data is to do a documentation. This data contains students' final grades score in the form of numbers which are then processed statistically by researchers using SPSS 25.

Next, the researcher conducted a normality test to find out the distribution of the data. Because the data were only 22 students or less than 50, the researchers used the Shapiro-Wilk Normality test. If the data after the normality test shows normal conditions (sig. more than 0.05) then the researcher will use the Pearson product-moment correlation, and if the data does not show normal distribution conditions (sig. less than 0.05) then the researcher uses the Rank Spearman correlation. Correlational measurement features (Pearson product-moment correlation and Spearman rank correlation) are used to find correlation values between variables. Data with a significance of less than 0.05 indicates that there is a significant correlation with the variable being measured, and if the significance is more than 0.05 then the variables being measured do not show a correlational value. And researchers use SPSS 25 as a tool in analyzing data.

FINDINGS

The researcher presented the data in the form of a questionnaire the habit of listening to English music by indicating the frequency and percentage based on the selection of each questionnaire item. The results of this Questionnaire show the answer to the first research problem which can be seen in diagrams below :

Table 4.2 Students habit of listening to the English songs

NO	OPTION							
	Always		Usually		Rarely		Never	
	F	P	F	P	F	P	F	P
1	7	30.4%	6	26.1%	9	39.1%	1	4.3%
2	7	30.4%	6	26.1%	9	39.1%	1	4.3%
3	8	34.8%	6	26.1%	6	26.1%	3	13%
4	4	17.4%	6	26.1%	12	52.2%	1	4.3%
5	5	21.7%	11	47.8%	7	30.4%	0	0%
6	8	34.8%	5	21.7%	8	34.8%	2	8.7%
7	6	26.1%	4	17.4%	13	56.5%	0	0%
8	5	21.7%	8	34.8%	9	39.1%	1	4.3%
9	6	26.1%	12	52.2%	4	17.4%	1	4.3%
10	3	13%	10	43.5%	8	34.8%	2	8.7%
11	4	17.4%	9	39.1%	8	34.8%	2	8.7%
12	3	13%	12	52.52%	7	30.4%	1	4.3%
13	7	30.4%	7	30.4%	6	26.1%	3	13%
14	3	13%	9	39.1%	9	39.1%	2	8.7%
15	4	17.4%	6	26.1%	6	26.1%	7	30.4%
16	1	4.3%	10	43.5%	8	34.8%	4	17.4%
17	5	21.7%	1	4.3%	11	47.8%	6	26.1%
18	8	34.8%	4	17.4%	7	30.4%	4	17.4%
19	4	17.4%	9	39.1%	9	39.1%	1	4.3%
20	5	21.7%	8	34.8%	7	30.4%	3	13%
21	3	13%	8	31.80%	7	30.4%	5	21.7%
22	2	8.7%	10	43.5%	8	34.8%	3	13%
23	4	17.4%	7	30.4%	8	34.8%	4	17.4%
24	5	21.7%	3	13%	9	39.1%	6	26.1%
25	5	21.7%	4	17.4%	8	34.8%	6	26.1%
26	3	13%	10	43.5%	8	34.8%	2	8.7%
27	2	8.7%	10	43.5%	9	39.1%	2	8.7%
28	0	0%	11	47.8%	10	43.5%	2	8.7%
29	0	0%	9	39.1%	12	52.2%	2	8.7%
30	3	13%	8	34.8%	10	43.5%	2	8.7%
31	5	21.7%	5	21.7%	10	43.5%	3	13%
Total Score	135		234		262		82	

We can find out from the table that has been displayed above, it define that the choice “always” has 135 frequencies than the alternative “usually” has 234 frequencies for the choice “rarely” has 262 frequencies and the alternative “never” has 82 frequencies.

Table 4.3 The Result of Questionnaires about Students’ Habit in Listening to English Songs

Subject Number	Questionnaire Score
1	95
2	74
3	98
4	83
5	62
6	81
7	63
8	89
9	73
10	78
11	81
12	87
13	95
14	87
15	83
16	78
17	85
18	89
19	81
20	65
21	78
22	62

To deliberate the strength of students' habits in hearing to English music, researchers divided the data into five categories or information, namely very weak, weak, fair, strong and very strong/powerful. The following is the classification of the categories shown in the table below :

Table 4.4 The Frequency Distribution of the Students' Habit Strength in Listening to English Songs and the Classification

No	Score	Frequency	Category
1	0-49	-	Very Weak
2	50-59	-	Weak
3	60-69	4	Fair
4	70-79	5	Strong
5	80-100	13	Very Strong

To find out the students' habits in listening to English songs as a whole or in general, the author implement “mean” statistical formula below:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{1767}{22} \\
 &= 80,3
 \end{aligned}$$

According to the results of applying the above formula, we can find out a total score of 1767 was obtained from 22 students, and an average value of 80.3. The average

value of 80.3 indicates that pupils' habits in hearing to English music are at the "Very Strong" level.

4.1.2 The correlation of students' habit of listening English songs and their listening comprehension ability

4.1.2.1 Normality test

The normality test is a test that is commonly used by researchers to find out whether data from a group or variable being studied has a normal distribution or not. Or we can understand that the purpose of carrying out a Normality test is to find out whether the data or information in the study is well distributed or collected from a normal population. Researchers here used the Shapiro-Wilk test technique to test normality because the data used amounted to less than 50 participants. The normality test results are described below :

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Students habit	.140	22	.200*	.945	22	.254
Listening Comprehension	.223	22	.006	.830	22	.002

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

We can see from the normality test table that Shapiro Wilk has done. we can find out that the data "student habits" are normally distributed because sig. value is more than 0.05 or ($0.254 > 0.05$), while on the other hand "listening comprehension" is not normally distributed with sig. the value is less than 0.05 or ($0.002 < 0.05$). This can be caused because the sample is not at the equilibrium point so that the test results can be very low or very high. So the researchers used Spearman's rank correlation because one of the data did not show normal conditions.

4.1.3 Rank Spearman Correlation

Spearman rank correlation is a correlation technique that is usually specifically used for non-parametric statistical data or does not pass the normality test. The requirement for using non-parametric statistics is that one or both of the measured variables are quantitative in nature but the normal conditions are not met. Because one of the variables in this study was not normal (Student Listening Comprehension Score), the researcher used this statistical technique for the second research problem. And the data can be seen below :

Correlations

			Students habit	Listening Comprehension
Spearman's rho	Students habit	Correlation Coefficient	1.000	-.328
		Sig. (2-tailed)	.	.136
		N	22	22
	Listening Comprehension	Correlation Coefficient	-.328	1.000
		Sig. (2-tailed)	.136	.
		N	22	22

As we can see from the table above we can find out that the significant value is 0.136. So we can conclude that there is no significant correlation between variable X (Student Habit of listening to English songs) with variable Y (Listening Comprehension) and from the output obtained above found a correlation coefficient of -0.328 which we can understand that the correlation strength is quite / strong enough. The coefficient above is negative which is -0.328. then the direction of the variable relationship is negative.

DISCUSSION

Contrary to expectations, this study did not find a major connection or correlation between EFL students' habit of listening English songs with their listening comprehension. This finding is in contrast to previous studies that showed major correlation between listening habits of English tunes or music and listening comprehension. Nurjanah and Nurkholis (2018) in their thesis show that there was a significant and positive correlation between variable X and Y (students' habits in listening to English songs and listening skills). Research that has been conducted by the researcher refutes their findings from the results obtained that do not show a significant correlation between the two variables that has been studied by the researcher. This finding supports previous research conducted by Rasma (2013), she stated that the relationship between students habits in listening to English songs with their listening ability has a very low correlation value so these results were not very encouraging.

There are several factors that affect students' listening skills:

1. General Factors.

A common factor in hearing is experience. How far the listener's experience in listening, we can take examples of listeners who have experience listening through certain media such as radio will be different from listeners who do not listen from any media. There are also other cases where listeners listen to two different media, for example there are 2 listeners each using 2 different types of media to listen to it, some only use songs and some don't listen to songs but listen to other media such as movies or podcasts. This will affect their listening ability so that their abilities will definitely vary.

2. Physical and Educational Factors

Physical factors also affect the listener's ability to listen. This factor can be age, health status, background of the listener or habits that affect the physical ability of the listener to the ear passage.

3. Intellectual Factors

The intellectual factor referred to here is the listener's knowledge of the target language to be learned, the more knowledge of the target language, the ability to understand or to listen will be easier to achieve. Knowledge here can be such as word intonation, word structure, speech and so on.

4. Psychological Factors

Psychological factors can also affect the ability of the listener. The psychological factors referred to here can be in the form of listener motivation, interest in a topic, concentration when listening and so on. The better the psychological state, the listener's ability to listen will increase and of course it will make it easier to understand the material or topic being listened to.

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 from 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.

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.

The researcher suggest that 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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