

**THE CORRELATION BETWEEN STUDENTS' HABIT IN  
LISTENING ENGLISH SONGS AND THEIR LISTENING  
SKILL AT SMPN 2 KEBUN TEBU**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirement for S1 - Degree**

**By:**

**ADELLA AGUSTIN LIANDRA  
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**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2023 M/1444 H**

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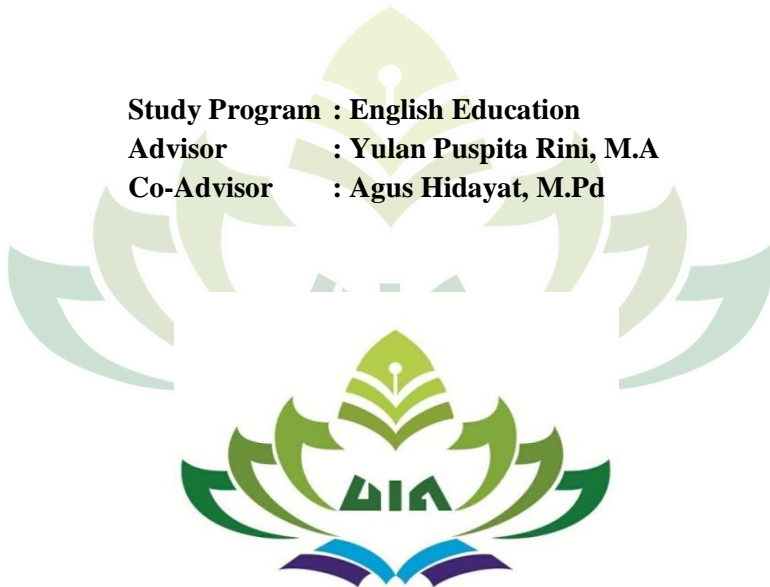
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## ABSTRACT

Listening was one of the skills in English. However, students faced a lot of challenges when they comprehend spoken English due to unfamiliar vocabulary, speech rate and intonation. Incorporating English songs into the learning process could be one of the ways to address this issue. Asserting music provided an engaging and enjoyable method for students to enhance their listening skill. Therefore, this study aimed to investigate the relationship between students' habits of listening to English songs and their listening skills.

A quantitative correlation design was employed, involving 27 students from SMPN 02 Kebun Tebu. Data were gathered using a questionnaire focused on English song listening habits (25 statements) and a 40-question listening skills test. IBM SPSS 21 was utilized for data analysis. Results showed students' English song listening habits ranged from 43 to 78, with an average score of 63, indicating a strong preference for English songs. Listening test scores ranged from 33 to 83, with 13 students scoring above 60 and 14 below 60. Pearson's correlation analysis revealed a significant link ( $p < 0.05$ ) between students' English song listening habits and their listening skills.

The findings supported previous research, highlighting a positive association between frequent English song listening and improved listening competence. A coefficient of determination of 0.787 suggested a robust connection, implying that increased exposure to English songs enhanced listening skills. The study emphasized that regular exposure to English songs positively impacted listening skills, exposing students to varied vocabulary, pronunciation, and grammatical nuances present in song lyrics. Analyzing song lyrics not only improved listening but also stimulated curiosity about language nuances, fostering vocabulary development and enhancing listening comprehension. In conclusion, the study underscored a significant correlation between students' listening skills and their regularity in listening to English songs.

Keywords : *English song, Correlations, Listening skills*

## DECLARATION

The student's identify, the undersigned below:

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Thesis Title : The Correlation Between Students' Habit in  
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Skill at SMPN 2 Kebun Tebu

I hereby declare that this thesis, entitled The Correlation Between Students' Habit in Listening English Songs and Their Listening Skill at SMPN 2 Kebun Tebu, is entirely my own work and is based on my own research. I am completely responsible for the content of this thesis. Other writers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards. I also declare that all materials and sources consulted in the preparation of this thesis, the books, articles, and any other kinds of documents, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, November 2023

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ADMISSION

A thesis entitled: **The Correlation Between Students' Habit in Listening English Songs and Their Listening Skill at SMPN 2 Kebun Tebu**, by **ADELLA AGUSTIN LIANDRA, NPM: 1911040246**, Study Program: **English Education**, was tested and defended in the final examination session held on: **Wednesday, September 6<sup>th</sup> 2023.**

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## MOTTO

إِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ ﴿١٥٦﴾

“Surely to Allah we belong and to Him we will all return”  
(Q.S Al-baqarah: 156)<sup>1</sup>

Life doesn't always require you to run; it's ok to walk as  
long as you get there and don't stop

-by Adella Agustin Liandra



---

<sup>1</sup> Tafsir Al-Quran and Hadist, [https://tafsir.learn-quran.co/id/surat al-baqarah/ayat-156](https://tafsir.learn-quran.co/id/surat%20al-baqarah/ayat-156)

## DEDICATION

With great appreciation, I dedicate this thesis to myself, who is always enthusiastic about facing challenges in life. And especially to:

1. Allah, who always gives full mercies and blessings.
2. Great woman, My Mom, Ica Liasari, who raises me wonderfully. Although she walks alone and her steps are tough, she has done a lot for me and deserves my bachelor's degree.
3. My father, Hendra, there are no words that can describe how much I love him. I always wait to give him a warm hug, even though it's impossible due to my limitations in meeting him. However, I know that he loves me and always prays for me until I get my degree
4. All lecturers in the English Department, Faculty of Tarbiyah and Teacher Training, Raden Intan, Islamic State
5. All my family, especially my grandmother who has provided me with prayer, support and love
6. All my friends and family in the English Language Education Department class of 2019.
7. All parties who have helped writers in completing this thesis, whom I cannot mention one by one.



## **CURRICULUM VITAE**

Adella Agustin Liandra was born on August 13, 2001 in Kebun Tebu, West Lampung. She is the only child of Mr.Hendra and Ms. Ica Liasari. Her educational journey began at SDN 01 Purajaya in 2007, where she successfully completed her studies in 2013. Then she continued to SMPN 02 Kebun Tebu for junior high school education, which she completed in 2016. Her education continued to high school at SMAN 01 Kebun Tebu, where she graduated in 2019. In 2019, she started her academic journey at UIN Raden Intan Lampung.

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This thesis entitled " The Correlation Between Students' Habit in Listening English Songs and Their Listening Skill at Smpn 2 Kebun Tebu" is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1- degree. Then I would like to express my gratitude to following people for their ideas, time, and guidance for this thesis:

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Bandar Lampung, November 2023

The Writer,

**Adella Agustin Liandra**

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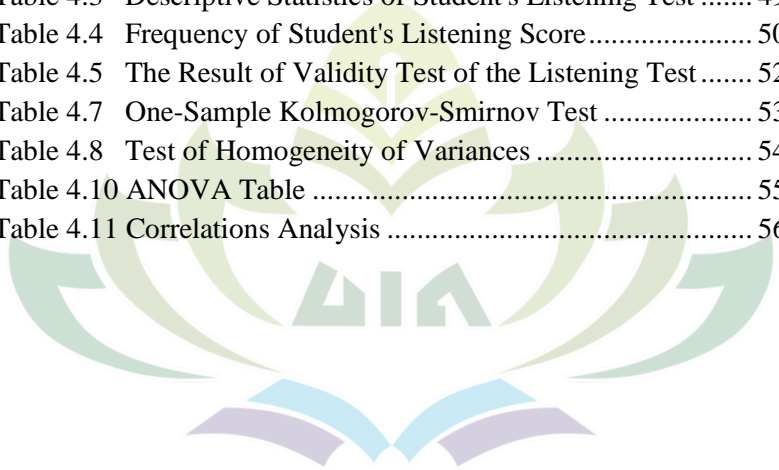
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

In this part, to avoid misunderstanding about the discussion of this study, the writer feels the need to explain the purpose of this proposal based on the definition of the title that is used to shape the readers' understanding of the material explained in this thesis proposal.

Correlation means measuring the association of 2 data or variables. This method is the monotonic relationship between those two variables. So that the data will be reflected in each other. It means that, if the value of 1 variable decreases the other data will value increase.

A habit is something that is formed gradually, repeatedly, and continually in the healthy behavior of daily life. Wood and Neal define a habit as psychological dispositions to repeat past behavior. Habit defines as a regular pattern of action that has become virtually automatic as a result of repetition.<sup>1</sup> Habits are routines of behavior that are repeated on a regular basis without being actively thought about. In this research, habit refers to students' activity in listening to English songs. Their frequency of listening to music and how they feel about it.

Song, identified as a literary work, has rhyme, tune, and the structure of words has stanzas and lines. From some of the characters above, this shows that the song is part of a literary work that is almost the same as poetry. However, the thing that distinguishes it is the words are not as beautiful as poetry

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<sup>1</sup> Wood, W., & Neal, D.T. A new look at habits and the habits-goal interface. *The American Psychological Language*, 16(1), 1-18.



Listening is a process where the listener plays a very active part in constructing the overall message that is exchanged between the listener and speaker. This activity always has a purpose. The purpose can be to accept the information given by other speakers through their language or just entertain themselves in their spare time by listening

From students' perspective, English is one of the most difficult subjects in school. The students usually could not easily understand the English learning process; however, English has become the universal language that can be found in every aspect of our life and is currently used as the second language in daily activities in some countries.

Using students' habits in listening to English songs, the teacher can use English songs as the learning media since, through the listening process, the students could receive information from the speaker.

Listening to English songs can help students get used to English vocabulary and see how sentences are connected without feeling bored and burdened. When listening to English songs becomes students' habit, they will get familiar with the words as they tend to follow the lyrics and the rhythm. This process will help students catch the English word easily.

Based on the explanation above, this research focuses on the student's habits in listening to English songs with their listening skills. The writer wants to determine the relationship between these two variables and whether students' habits in listening to English songs could affect their listening skills.

## **B. Background of the Problem**

Different people have different habits in life. In their formation Habits, they work very hard to keep repeating movements they have to get used to this action. Sometimes after repetition, they get used to it and they do this

automatically every day. Habit is one of the factors that teachers and students should consider when learning a language. Habits are things we often do without compulsion, so habits are a necessary condition for improving the English quality of teachers and students.

In fact, we often hear them sing English songs effortlessly, and surprisingly well. They really enjoyed singing a song in their native language (Indonesian). If we compare when they learn English, it is difficult for them to grasp what the teacher is teaching. Music allows students to learn in a good atmosphere without getting bored, moreover, all students can engage in the teaching and learning process without them realizing that they have memorized and practiced English pronunciation.

In Indonesia, learning English starts in elementary school. Four basic skills need to be acquired by students to possess English skills: listening, speaking, reading, and writing. However, Hedge states that listening is the most frequently used skill as he mentions that listening hold 45% contribution to successful communication (Speaking 30%, reading 16%, writing 6%).<sup>2</sup> Therefore, students need to master this skill.

Listening is an active process when the listener receives information from the speaker through listening. As mentioned by Lukong, listening is a process where the listener plays a very active part in constructing the overall message that is exchanged between the listener and speaker. Hence, listening is essential for students in helping them acquire English. They need to possess good listening skills to comprehend the material they learned or the material delivered by the teacher. In addition, students also need listening comprehension skills to interpret what people are saying in various academic situations.

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<sup>2</sup>Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford: Oxford University Press., 2006).

A good listening skill means students can receive, understand, remember and transform the information. It means mastering the listening skill is not easy; frequent practice is needed to improve students listening skills. Students need to get themselves used to hear English conversations or English sentences. However, the problem is that students will find it difficult to understand English conversation due to unfamiliar vocabulary, the speech rate and the speaker's intonation. The other issue that might occur in the process is boredom. Students will feel bored by listening to a conversation that is hard to understand.

Therefore, teachers need to help students find a suitable learning process to help them enjoy their studies. Besides using English conversation, the teacher can encourage the students to listen to English songs. English songs are available on the music platform. As a result, we can listen to English music whenever we want. It can be a good way to improve English language skills for students who wish to add new vocabulary and can indirectly learn the composition of English words through songs.<sup>3</sup> In the teaching and learning process students always complain to their teacher if the song is too fast and cannot repeat the audio, they feel that they hear a lot of foreign words, so they cannot catch the lyrics of what is being sung. Another reason for having trouble listening to songs in class is concentration. Some of the listening problems faced by students when listening in the class process such as limited vocabulary, interpretation, established language habits and accent.

According to Tyagi on her journal, there are some processes of listening, they are hearing, understanding, remembering, and evaluating.<sup>4</sup> By listening to English songs,

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<sup>3</sup> Nurmala Hendrawaty. *The Influence of listening English pop songs to improve learners' vocabulary at LKP Nansa Jaya (Universitas Indraprasta PGRI, 2019) p.2*

<sup>4</sup>Babita Tyagi, Listening: An Important Skill and Its Various Aspects, (Journal International:2013) (accessed on January 27, 2023)

the writer believes that one can increase the imaginative power to increase the perception given by the sensory nerves to capture information that will be delivered into the ability to read, write and analyze meaning in English.<sup>5</sup> In addition, music can attract students' attention. Listening to English songs can help students get used to English vocabulary and see how sentences are connected without feeling bored and burdened. When listening to English songs becomes students' habit, they will get familiar with the words as they tend to follow the lyrics and the rhythm. This process will help students catch the English word easily. Griffie mentions that the basic and necessary first step in learning English is sensitivity to a rhythm.<sup>6</sup>

Orlova and Wonho discovered that listening to music helps improve listening skills. Songs, according to them, contextually present the supra-segmental feature (how rhythm, stress, intonation, and pronunciation affect students in an English environment). They feel that students of any linguistic background can benefit from using songs as input for language acquisition, particularly for boosting their listening skills and, of course, their listening achievement.<sup>7</sup>

Many students, in fact, like listening to and even singing English music. Based on the pre-research in SMPN 02 Kebun Tebu that was done on 18<sup>th</sup> August 2022, it was found that 31.04% of the students like to listen to English Songs. In this pre-research, the writer gave a questionnaire that consisted of 5 questions regarding students' listening to English songs. The questionnaire was filled out by 29 students in 7<sup>th</sup> grade. 31.04%

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<sup>5</sup> Ibid.

<sup>6</sup> Dale Griffie. *Songs in Action*. (Hertfordshire: International Book Distribution Ltd) p.2

<sup>7</sup>Orlova and Wonho in Journal Elvira Rosyida M. R., *The Correlation Between Students' Frequency of Listening to English Songs and Their Listening Achievement*, English Department of STKIP Muhammadiyah Pringsewu, SMART Journal Volume 2 No. 1, Januari 2016 Hlm. 1-10, available at <https://ejournal.umpri.ac.id/index.php/smart/article/download/142/93> accessed on January, 27th, 2023.

of students agree that they like to listen to English songs. 68% out of 29 students also agree that they not only listen to English songs but also sing the song. It can be seen at the table 1.

**Table 1**  
**Questionnaire at the Seventh Grade**  
**SMPN 02 Kebun Tebu in the Academic Year of 2022/2023**

<b>NO</b>	<b>Seventh Grade</b>	<b>Total</b>
1	Like to Listen English Song	<b>31.04 %</b>
2	Not only listen to English songs but also sing the song.	<b>68.96 %</b>
<b>Total Students</b>		<b>29</b>
<b>Percentage</b>		<b>100 %</b>

*Source: The data from English teacher of SMPN 02 Kebun Tebu*

Out of 29 students, 10 students were interviewed to get more information needed. In the interview, the students were asked whether listening to English songs could make them feel happy, 9 out 10 said that they could feel happy just by listening to English songs. Furthermore, the writer asked whether the students liked English lessons or not. As a result, 1 student claimed that she really liked English class, 5 students mentioned that they liked English lessons while 4 claimed just so-so. As a result, the writer concludes that many students in grade 7th in SMPN 2 Kebun Tebu have a habit of listening to English songs. This habit that students have can easily make a person more curious and excited about learning English. When they listen to music, they begin to sing the song loud, imitate the vocalists, memorize the words, and become more intrigued about the song's meaning. This curiosity will drive children to learn more and more new terms and become accustomed to the word concept.

Based on the explanation above, the writer is interested in researching students' habits of listening to English songs with their listening skills. With the assumption that this habit is very useful for students listening skills, the writer arranged research entitled *The Correlation Between Students' Habit in Listening to English Songs with Students' Listening Skills*.

### **C. Identification of the Problem**

Based on the background above, the problems were identified as follows:

1. Listening plays a major role in successful communication; however, many students struggle with listening skills.
2. Students face difficulties in learning English, especially in listening comprehension. The factors that cause the difficulties include unfamiliar vocabulary, speech rate and the speaker intonation.
3. Learning with the traditional method has some issues, such as limited vocabulary, interpretation difficulties, and accent challenges.

### **D. Limitation of the Problem**

Based on the background of the study, this study focused on *The Correlation Between Students' Habits of Listening to English songs and Students' Listening Skills*.

### **E. Formulation of the Problem**

Based on the background of the study and the limitation of the problem, the problem formulated as follows:

Is there any correlation between students' habits in listening to English songs and their listening skills?

## F. The objective of the research

The objective of this research is to discover the correlation between students' habits in listening to English songs and their listening skills.

## G. Significance of the Research

The study's findings are expected to be applied both theoretically and practically:

### 1. Theoretically

The findings of this study are expected to inform English teachers about the use of English songs in teaching listening. Furthermore, it is hoped that this research will serve as a resource for other writers who wish to delve deeper into this topic.

### 2. Practically

The findings of this study are also expected to encourage English teachers to use English songs as one of their teaching methods to assist students in their learning process.

## H. Relevant Research

Several writers have already studied the relationship between students' habits in listening to English songs and their listening skills. The first previous study was conducted in 2018 by Nurjanah, Miranti and Dwiastuty under the title *The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill*.<sup>8</sup> This study aims to determine

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<sup>8</sup>Nurjanah, Ira Miranti, Nina Dwiastuty, *The Correlation Between Students' Habit in Listening Song and Students' English Listening Skill*, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni Universitas Indraprasta PGRI, p-ISSN: 2085-2274, e-ISSN 2502-227X, Vol. 10 No.01,

the relationship between students' listening habits and their English listening skills. The study was carried out at Trampil Senior High School for students in the 12th grade. The school is in East Jakarta. A survey with correlational analysis was employed as the method. According to the study's findings, a positive and significant relationship exists between students' listening habits and English listening skills. It is evident in the Fobserved score of 39.286 and Sig of 0.000. Fobserved has a higher score than Ftable ( $> 3.25$ ), and Sig has a lower score ( $0.05$ ). Based on this, we conclude that the better students' listening habits, the higher their listening skills.<sup>9</sup>

Aziz, Rahman and Munir conducted another research entitled *The Correlation between the Senior Secondary School Students' Habits of Listening to English Songs and Their Listening Ability*. The purpose of this study was to see if there was a link between students' habit of listening to English songs and their listening skills. As a research strategy, correlational research was used. Thirty-seven students from SMA Negeri 2 class X Pangkep during the 2021–2022 academic year served as the samples. This study's instruments were a 20-number questionnaire and a 30-number listening test. According to data and computation research, there was no association between students who enjoy listening to music and their listening abilities. The result of  $r_{xy}$  is  $-128$ , and after consultation with  $r_{table}$ ,  $r_{xy} (-128) < r_{table} (0.334)$ . This implies that there is no relationship between the 2 variables.<sup>10</sup>

The third study was conducted by Afifah entitled *The correlation between students' habit in listening to English songs*

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Januari 2018 hal. 43-48, accessed on January 27<sup>th</sup>, 2023, available at <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/2125/1757>

<sup>9</sup> Ibid.

<sup>10</sup> Aziz, Rahman and Munir, "The Correlation between the Senior Secondary School Students' Habits of Listening to English Songs and Their Listening Ability," *Journal of Excellence in English Language Education, Vol 1, no.1 (2022)*



*and their English listening comprehension skills.* This study aimed to know the relationship between students' habits in listening to English songs and their English comprehension skills. The participant of this study were 72 students from the seventh semester of Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2012/2013. This study used an English listening comprehension test and a questionnaire to know the result of the study. From those two instruments, the writer found no correlation between students' habits in listening to English songs and their listening comprehension<sup>11</sup>.

The last previous study was conducted by Sari, Nuhung and Hastini in 2022, entitled *The Correlation between students' ability to listen to English songs and their vocabulary mastery.* This study aims to analyze the correlation between the student's habit of listening to English songs towards their vocabulary mastery. The subject of this study is 202 students from SMA Negeri 1 Palu grade XI as the samples. This study used two kinds of instruments to get the data: test and non-test. The first was a test, the writers used two kinds of English pop songs to test students' listening skills. The second instrument was a questionnaire about the test that was given at the end of the classes. The result of this study showed that students' ability to master vocabulary was very good, and 60% of students got scores above 85-95.<sup>12</sup>

Based on those previous studies, there are several differences in results between one and another. Most previous studies were done at the senior high school level; therefore, the writer wanted to do research at different levels. The main difference between this research and the previous ones was the

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<sup>11</sup> Rasma 'Afifah, "The Correlation between students' habit in listening to English songs and their English listening comprehension skill", *journal of Linguistic, literature, English teaching* Vol 4. No 2 (2014)

<sup>12</sup> Jati Endah Sari, Nuhung and Hastini, "The correlation between students' ability in listening to the English songs and their vocabulary mastery", *e-Journal of English language teaching society*, Vol 1. No.1 (2013)

subject level. This research was done at the Junior High School Grade seven in SMPN 2 Kebun Tebu Lampung Barat.

## **I. Systematics of Discussion**

Chapter I: Present the introduction, which consists as follows:

- A. Title affirmation;
- B. Background of the problem;
- C. Limitation of the Problem;
- D. Formulation of the problem;
- E. The objective of the research;
- F. Significant of the Research;
- G. Relevant of the Research;
- H. Systematics of Research.

Chapter II: Present the theories used and hypothesis, which consists as follows:

- A. Theories
- B. Hypotheses

Chapter III: Presents the description of the research method, which consists as follows:

- A. Place and Time of the Research;
- B. Research Design;
- C. Population, Sample and Data Collecting Technique;
- D. Research Definition;
- E. Validity and Reliability of the Instrument;
- F. Hypotheses Testing

Chapter IV: Presents the research data and research findings.

A. Data Description;

B. Discussion

Chapter V: Present the conclusion and suggestions of the research.

A. Conclusion

B. Suggestion



## CHAPTER II

### FRAMES OF THEORIES AND HYPOTHESIS

#### A. Frames of Theories

##### 1. Theory of Listening

Listening, as one of the basic skills of language, plays an important role in the language learning. By listening to sound or spoken language, people are able to produce language. Listening is dominantly used in everyday life. Listening is not only the process of hearing, but also identifying, understanding, and interpreting spoken language as the first step of successful communication. In other words, before someone understands and starts to speak, he or she has to hear the sound, words, and speech pattern first. Therefore, in the language learning, the first step will be listening while speaking, reading, and writing come later. In learning language one should be a good listener, to be able to focus to what is demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

In this case, learning can be the other purpose of listening skills, and the students from the classes could implement it to get some points and reach more knowledge. According to Tarigan listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language.<sup>13</sup> It means that Listening could be achieved by

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<sup>13</sup> G. H. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Percetakan Angkasa, 2008), p. 25.

students based on their understanding of the word that the speaker says, including the accent, the grammar, the vocabulary chosen by the speaker, and the way the speaker delivers the information through the language.

Listening is the activity of paying attention and trying to understand the meaning of what we hear. It can be concluded from this that the habit of listening is repeated listening.<sup>14</sup> Learners learn through continuous listening to improve their listening performance. While learning English, some Indonesian students like to use the habit of listening to English songs to enrich their English and relieve stress. Therefore, mastering listening skills is crucial for English learners and should play an active role in activities and focused assignments. Therefore, students should not only practice more listening in class, but also practice listening more outside class, so that they get used to listening to a target language and have enough contact with the real world. However, as Nurkhamidah argues in her work, there is a stigma that listening is a difficult and complex skill for students.<sup>15</sup> This means that the listener must not only hear the speaker's voice, but also pay attention to the words spoken by the speaker, and these words must process the meaning in the words before they can become valid information. Therefore, listening comprehension has become an essential skill for students. Listening will enable them to understand how to identify and identify information and knowledge from the words used in everyday life when someone is talking to another. Therefore,

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<sup>14</sup>Elvira Rosyida M.R., *The Correlation Between Students' Frequency of Listening to English Songs and Their Listening Achievement*, English Department of STKIP Muhammadiyah Pringsewu, Smart Journal Volume 2 No. 1, Januari 2016 hlm.1-10,available at <https://ejournal.umpri.ac.id/index.php/smart/article/view/142> accessed on Thursday, February, 7th, 2023.

<sup>15</sup>Neni Nurkhamidah, *Exploring Factors Causing Listening Anxiety on Generation Z Students (Samarinda, Acitya:Journal of Teaching & Education 2020)*, P. 141-151

listening skills become important for communication and students are required to acquire these skills in order to communicate effectively with other speakers.

According to Brown, there is a cognitive process when somebody listens and reads some information. The top-down process usually comes from the speaker's general information, and the result of perception comes from our thought. How do people recognize and identify the information from the speaker? In this process, people can use the logical analogy to reach out to the speaker's information when they have produced the words in the listening section. The next is a bottom-up process. In this concept, students can identify the information by recognizing the speaker's tone, intonation, and behaviour when they deliver the words when they are speaking. Students can collect the information step by step and understand the information delivered by the speaker when listening

There are several skills identified as part of listening skills:

1. Listening for the main idea: in this skill, the student must identify the main information from the ideas produced by the speaker in a whole recording. So that, in this skill, the student must pay attention to the core of the problem that the speaker gives and conclude them from the student's perspective. and the question that reflected this skill are: "What do the women mean?", "What subject is the speaker discussing about?", "What is the main idea of the lecturer?".
2. Listening for details: in this skill, the student must identify some parts of words and sentences to reach the specific information from the speaker. In this skill, the students must pay attention to some parts about the urgency and the important information. It can be the cost, the name of the street, or some part other detailed information.

For example the students have to know the direction to somewhere, so the speaker must give the information about the direction to the place that is a final destination in that direction. It can be through the conversation or could be from the narration from the speaker in listening comprehension.

3. Listening for inferring meaning: in this skill, the student must be able to make inferences through the words produced by the speaker in the listening comprehension session. This skill could help students' logical and critical thinking when listening to information from a foreign language since the foreign language usually is only the second or passive language that students use. So, they must struggle harder than using Bahasa as their first language in daily activities<sup>16</sup>.

## 2. Types of Listening

Listening skill has several types of branches of listening skills;

1. Intensive

In this part, intensive type describes the purposes of listening, including tone, words, or many other lexical concepts inside the word that the speaker has produced.

2. Responsive

In this part, the responsive type is described by the feedback of the second speaker, if there is a conversation between those speakers. It is reflected in the question, greeting, command and many other words related to asking and offering to the second speaker.

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<sup>16</sup> Steven Brown, Teaching Listening (New York, Cambridge University Press, 2006)

### 3. Selective

Selective is identified as the third type of listening. In this type, the students have to understand certain information explained by the speakers when they are speaking. Because it focuses on certain information, or a piece of part information, the students only focus on the important line or information. For example, students just focus on the number, the categories and the other things identified as sources, including direction and procedure.

### 4. Extensive

Extensive listening is a method of language acquisition that entails listening to a wide range of spoken information for an extended amount of time with the primary goal of enhancing general listening comprehension and language ability. Extensive listening, like extensive reading, focuses on exposure and immersion rather than precise analysis. This skill focuses on developing the whole understanding about the words the speaker has produced. In extensive, the performances of students in acceptance of the information must be average. Since this type has higher difficulties, the students must be able to make inferences from all the parts the speaker explained in the listening session.<sup>17</sup>

From those types above, the writer believes that every type of listening skill has different purposes and can also be the reason why students have different ways of understanding the information given by the speaker in the script of the listening session. Through the component of words, types of language, the way

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<sup>17</sup> Ibid.



speaker deliver their speech and the whole context that the speaker delivers.

### 3. Listening Processes

In the listening process, the students have to listen carefully and combine these 2 processes: Top-down and bottom-up. These two processes are so helpful to hold them in the long term memory when they are memorized and catch the information from the speaker to interpret what they have just heard from the speaker.

#### 1. Top-down Process

In this process, the students might focus on the context of sentences produced by the speaker to predict the message that the speaker would deliver from the sentences. In this process, the students, as the listeners, must understand the speaker's main point when the listening process happens.

The top-down process is more focused on:

- a. General knowledge / the content of what the speaker says in the listening section.
- b. Situational from the content from the speaker in the listening section from the speaker.

The student can use those 2 points to make them easier when reaching the information from the speaker through the core of content by the speaker.

#### 2. Bottom-up process

This process is more reflected in the words system from the sentences the speaker produces. This is reflected in the grammar, sentences and lexical structure of words from the speaker.

There are three focuses on the bottom-up process, which are:

- a. The vocabulary that chosen by the speaker in the listening section.
- b. Grammar system that is used by the speaker in the listening structure from the speaker.
- c. Sounds or the way the speaker talks about the material that is used for the listening section.<sup>18</sup>

Those 3 things could help the students to identify and understand the material. It is reflected in the structure of sentences produced by the speaker. Since if the speaker does not use the right sentences, the students will not understand the meaning and the purpose of what the speaker says in the listening section. Therefore, it is important to choose clear sentences from the speaker to the students.

#### **4. Teaching listening**

Teaching and learning are the processes of transposing skills and knowledge to the students. In this activity, the teachers not only inform the information but they give the knowledge and the way to imply the material in life.

In this activity, the teacher must motivate the students to stay focused on the track. The teachers must combine several ways to make their students stay focused, and the teacher could help the students to listen more effectively during the learning process.

To make the teacher easier handle their students, the listening teacher must have strategies to make their material remembered by the students. Moreover, the teachers could implement these six strategies to make the students stay focused on the track in learning about listening skills:

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<sup>18</sup> Marc Helgesen, Practical English Language teaching (NewYork, McGraw- Hill Company,2003)

1. Predicting is thinking about what the students will listen to. The teacher could use this as a strategy to ensure their students could predict what the speakers are talking about in the class. It is reflected in students' critical thinking before listening to all of the information from the speaker until the end of the sentences.
2. Inferring: in this part, the students have to know how to listen between the lines so that they could take the red line of the material spoken by the speaker.
3. Monitoring: in this strategy, the students have to understand and identify whether they understand or not about the material given by the speaker. So that they will not miss the missing piece when the speakers are talking about the material.
4. Clarifying: in this strategy, the teachers could teach them how to ask what they are thinking about. "What does the man mean?" this question is a simple question to know the students did not understand yet about the material so that the teacher could answer the feedback of the students' questions.
5. Responding: in this strategy, the teacher could help the students respond to the material that they have listened to from the speaker. Through responding, the students could learn about critical thinking and make themselves more confident about what they have learned in listening classes.
6. Evaluating: in this step, the teachers must ensure whether the students understand or not about the material given by the teacher and the knowledge coming from the speakers in the listening section.<sup>19</sup>

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<sup>19</sup> Ibid.

According to Helgesen there are several types of listening questions, which are:

### 1. Listening for Specific Information

The most common type of listening in textbooks is listening for specifics. This generally implies capturing concrete information such as names, times, and particular grammatical forms.

### 2. Gist Listening

This is referred to as global or gist listening. Listening in a broad sense, attempting to grasp the main ideas, is a crucial type of listening. We should provide our students a lot of practise with this activity in the classroom, both as a work in and of itself and as a "gate" to other kinds of listening with the same audio. In the classroom, this frequently entails activities like recognising main ideas, identifying a sequence of events, and so on. In our case, it may be a broad question like, "What is the main topic?" Alternatively, if extra work help is required, give the learners a few options (friends, sports, the weather) and let them choose the main topic.

### 3. Listening Between the Lines (Inference)

Listening between the lines entails searching for meaning that is inferred but not explicitly stated in the audio. That is not stated explicitly in the text. It doesn't have to. The information can be extracted by students. Inference differs from the gist and specific information listening in that it frequently occurs together with other forms of listening. When students come across information that isn't given directly, the learners' main duty may be to grasp a particular or to understand a

text in general. The inference is a higher level talent because it takes some abstract reasoning<sup>20</sup>.

## 5. Aspect of Listening

Aspects of Listening According to Tyagi in her journal, there are some process of listening, they are hearing, understanding, remembering, and evaluating.

### 1. Hearing

Hearing referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

### 2. Understanding

Understanding referred to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds that have symbolic meanings as well. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

### 3. Remembering

Remembering means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

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<sup>20</sup> Ibid.

#### 4. Evaluating

At this point the active listener weighs evidence, sorts' fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result.<sup>21</sup>

### 6. Concept of English Song

Song, identified as a literary work, has rhyme, tune, and the structure of words has stanzas and lines. From some of the characters above, this shows that the song is part of a literary work that is almost the same as poetry. However, the thing that distinguishes it is the words are not as beautiful as poetry.

Songs, as Griffiee in Yulianto stated that songs are pieces of music that have words. The main parts of songs are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song which are usually several lines of the song, which are repeated twice, or more what a so called "refrain" when they are performed.<sup>22</sup> It can be concluded that songs are words accompanied by music and played into a song which is repeated several times and becomes a separate rhythm.

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<sup>21</sup>Baby Tyagi., *Loc.Cit*,

<sup>22</sup> D. T. Griffiee, D.T., *Songs in action*, (Wiltshire: Prentice Hall International, 1992), p. 8

Song listeners can usually feel the sense of the song depending on the mood of the song being listened to.<sup>23</sup> The listener of the song can feel the meaning of the song he is listening to, it can be a song about happiness that is being heard or when he is not feeling well, can listen to a sad or mellow song to express the meaning of the song.

Saricoban said that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop student abilities in listening, speaking, reading, and writing.<sup>24</sup> According to Yulianto, English song can be broadly divided into many different forms. There are: art songs, pop songs and folk songs.

1. Art Song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other type of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.
2. Folk Song is songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who then author was. Folk songs are also frequently transmitted non-orally, especially in the modern are. Folk songs exist in almost every culture.

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<sup>23</sup> D. T. Griffe, *Songs in Action*, (New York: Prentice Hall International, 1992) p.3

<sup>24</sup> Saricoban, Arif & Esen Metin. *Songs, Verse and Games for Teaching Grammar. The journal of The Internet TESL Journal*, Vol. VI, No. 10, October 2000. [Http://iteslj.org/Techniques/Saricoban-Songs.html](http://iteslj.org/Techniques/Saricoban-Songs.html). Retrieved on January 26, 2023.

3. Popular Song or Pop Song, modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular song may be called pop songs for short, although pop songs or pop music may instead be considered a more commercially popular genre of popular music as whole. In this research, the writer used pop song to find out the students habit listening to English Song. In English pop Songs, it consist of lyric and pop genre that is usually be liked by teenagers.<sup>25</sup>

With their music, songs have a fairly high level of emotional intensity to their listeners. This causes many people to remember songs easily in the learning process because the song has a relatively large emotional connection with the listener.

## 7. Function of Song

Songs can be one of the learning tools used to improve students' basic abilities, which include listening, reading, speaking and writing. In other words, songs can be used as a medium that makes it easier for students to capture the knowledge taught in learning English. This is because the

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<sup>25</sup>Yulianto, *A Correlation Study Between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of the Eleventh Grade Students of SMK N 3 Surakarta*. The thesis of Sebelas Maret University Surakarta, available at <https://digilib.uns.ac.id/dokumen/detail/17159/ACorrelational-Study-Between-Habit-In-Singing-And-Listening-To-English-Songs-Vocabulary-Mastery-And-Speaking-Skill-Of-The-Eleventh-Grade-Students-Of-Smk-N-3-Surakarta>. 2010, Retrieved on January 26, 2023..



song has an emotional touch that can develop the child's sensory nerves and facilitate the capture and sharpen memory with the music played.

Learning English using songs does not put significant pressure on students, so students can feel comfortable and calm when receiving lessons and interpreting the song's meaning.<sup>26</sup>

In language learning, using English songs is the best way to make the students understand and catch the knowledge and the material from the teachers. There are several reasons why songs are useful to help students in the language learning process:

1. In the language learning process, the teacher should not dictate the material or the definition to the students. In this case, the teacher can use English songs to deliver the purpose of the material through the songs. So that the students not only pay attention to the concept or structure but can use their imagination to reach the knowledge
2. The melody and the rhythm of songs will help maintain the students' attraction and mood because the students in junior high school are still easily bored if the material is too much from the teacher. So, the teacher must pay attention to their students' psychology.<sup>27</sup>

## 8. The Concept of Habit

A habit is something that is formed gradually, repeatedly, and continually in the healthy behaviour of daily life. Wood and Neal define a habit as a psychological disposition to repeat past behaviour, which supports this

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<sup>26</sup> R. Lo, Henry Chi Fai Li, *Songs Enhance Learner Involvement*, English Teaching Forum 1998

<sup>27</sup> Cullen, Brian. "Song Dictation", from <http://iteslj.org/Techniques/CullenSongDictation.html>, retrieved on April 22nd, 2015. p.23

viewpoint<sup>28</sup>. People progressively acquire them by regularly responding in a repeating context. Longman also defines a habit as a regular pattern of action that has become virtually automatic as a result of repetition. Habits are routines of behaviour that are repeated on a regular basis without being actively thought about.

Habitual conduct frequently goes unnoticed by the person who exhibits it since routine actions do not require self-analysis. According to Neal and Wood, context signals directly trigger habits, with goals having little influence. In conclusion, a habit is a routine activity that is performed consistently and automatically, and it tends to occur subconsciously in order for a person to achieve particular goals in daily life.

### **1. The Indicator of Habit**

Dubray believes that exercising might help you form habits. The repetition of a habit must grow and be strengthened. Furthermore, he adds the following important elements influencing habit formation:

- a. The number of repetitions, as every repetition strengthens the disposition left by previous exercise;
- b. Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;
- c. Their uniformity: at least change must be slow and gradual, new elements being added little by little;
- d. The interest taken in the actions, the desire to succeed, and the attention given;

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<sup>28</sup>Wood, W., & Neal, D.T. A new look at habits and the habits-goal interface. *The American Psychological Language*, 16(1), 1-18.

- e. The resulting pleasure or feeling of success which becomes associated with the idea of the action.<sup>29</sup>

Finally, habit is selective, promotes rapid response, leads processes to be more regular, perfect, or swift, and contributes to automatism.

## 2. Measuring Habit

Habit development is the result of associations in memory, such as behaviours and persistent qualities dependent on situation and condition. According to Verplanken and Orbel, there are three keys to measuring habit, which are as follows:<sup>30</sup>

### a. Frequency of Repetition

An important aspect of repetition may turn these into habit. Old habit is hard to break and new habit is hard to form because the habitual patterns that repeated in the neural pathways. The habitual patterns may happen continuously.

### b. Automaticity

Habit may be executed without much awareness, deliberation or conscious intent. It may efficiently occur with other activities. In other words, automaticity is the "fluency" of habitual behaviour.

### c. Context stability

Performing behaviour in the same context each time is also a key feature of habit. The context might be the physical location or environment, the social context, or a particular time of day

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<sup>29</sup>Charles Dubray, "Habit." The Catholic Encyclopedia. Volume 1. (New York: Robert Appleton Company, 1910). Available at: <http://www.newadvent.org/cathen/07099b.html>,

<sup>30</sup>Verplanken and Orbell, A self-report index of Habit Strength. *Journal of Applied Social Psychology*, 33 (2003): 1313–1330.

Moreover, Verplanken, and Orbel state in their study that something can be labelled a habit if someone accepts the twelve statements below:

1. I do frequently.
2. I do automatically.
3. I do without having to consciously remember.
4. That makes me feel weird if I do not do it.
5. I do without thinking
6. That would require effort not to do it.
7. That belongs to my (daily, weekly, monthly) routine.
8. I start doing before I realize I'm doing it.
9. I would find hard not to do.
10. I have no need to think about doing.
11. That's typically "me".
12. I have been doing for a long time.

Furthermore, in this study the writer took the theory and the statements from Verplanken above to measure the students' habit of listening to English songs.

## **9. The Habit of Listening to English songs**

Habits are viewed from two distinct academic angles, with psychology and sociology offering contrasting perspectives. In the realm of psychology, habits are regarded as psychological constructs that have a significant impact on one's behavior. When examining habits as a form of behavior, key elements such as attitude, norms, intention, frequency, automaticity, and a consistent context play pivotal roles. Moreover, within psychology, habits are seen as established routines. Hence, a habit pertains to a behavior that evolves gradually, occurs regularly, and becomes ingrained in one's

daily conduct. This explains why recommending that students cultivate the habit of listening to English songs is a sound approach for improving their listening skills, as it harmonizes with the psychological concept of habits.

Listening is the skill of recognizing and comprehending spoken words or expressions by others. This entails grasping a speaker's accent, pronunciation, grammar, vocabulary, and discerning their intended message. It is a linguistic proficiency that is applicable in various situations, from casual conversations to scholarly discussions<sup>31</sup>. Thus, to effectively comprehend a conversation, one must cultivate and refine their listening skills. Developing the ability to listen is crucial, particularly in the process of learning English, as listening is a fundamental skill that must be proficiently mastered when acquiring the language.

Numerous methods exist for enhancing listening abilities, including regularly practicing listening exercises, familiarizing oneself with word pronunciation, actively engaging in listening activities, and immersing in English songs. Listening to English songs can significantly enhance one's listening skills. When individuals listen to English songs, their ears subconsciously adapt to the language, making it easier for them to understand spoken content in a classroom setting.

Moreover, listening to English songs contributes to vocabulary expansion, improved pronunciation, and enhanced comprehension in listening skills. Exposure to English words in songs helps individuals acquire new vocabulary as they become accustomed to hearing and recognizing them.

Listening to English songs is a regular habit for many people. It means enjoying songs sung in English, paying

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<sup>31</sup> Nagendra, K., English, A., & Reddy, M. College, E. *Listening As A Basic Skill Of Communication*, 3 no 4 (2014);31-32.

attention to the words, the music, and the singer's voice. This habit is a part of daily life for a lot of people. This habitual practice involves tuning in to songs sung in the English language, where individuals not only savor the music and melody but also pay keen attention to the singer's voice and the lyrics. This enjoyable custom integrates into their daily routines, becoming a familiar and comforting part of their lives. As they listen to English songs, they connect with the sounds, words, and emotions conveyed through the music, making it a meaningful and routine experience in their everyday existence.

Betsy B. Lee, author of *Learning Abilities Book*, mentioned that singing and listening to a song can help someone enhance their ability to learn something while also increasing their activity. Students can acquire a set of vocabularies and how to speak or read them correctly through music, allowing them to communicate with others. The song takes them to the other side of the teaching-learning process, but the material remains<sup>32</sup>. Additionally, listening to native English speakers in songs assists in refining pronunciation, as these singers typically articulate English accurately. As a result, English songs can be a valuable tool for skill improvement<sup>33</sup>.

The habit of singing and listening to English songs is a recurrent action in which they produce English words and music with their voice while paying attention and attempting to understand groups of English words. The content of the song, which is rehearsed continuously and unknowingly, forms a pattern behaviour that is automatically practised

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<sup>32</sup> Betsy B. Lee .2022. *Musical Vocabulary: Learning by Association and Repetition*. <https://www.songsforteaching.com/lee/vocab.htm>

<sup>33</sup> Tri Listiyarningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica; Journal of Multidisciplinary studies* 1 no. 1 (2017); 35-49.

From the research done by Muqrobin, it can be explored that there are some aspects of listening habit that can be used to measure students' listening habit. Those who have good listening habit listen to the material not only from the teacher but also other resources.<sup>34</sup> are:

1. The reason of listening

The likeness and good taste of listening will make people think that listening is enjoyable activities. For students, if they feel that it is enjoyable activities, they will always learn to listen, not because there will be examination but because it has been a habit.

2. Time to spend in listening

Much time to spend listening indicate that student have good listening habit.

3. Source of listening material

## **B. Hypothesis**

The writer developed the following hypothesis based on the above rationale:

Ha: There is a correlation between students' habits in listening to English songs and their listening skills.

Ho: There is no correlation between students' habits in listening to English songs and their listening skills.

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<sup>34</sup> Muqrobin, *Ibid.*

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