

**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**



**Submitted in a Partial Fulfillment of  
Requirements for S1-Degree**

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2018**

## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' LISTENING ENGLISH SONGS HABIT AND THEIR LISTENING SKILL AT SECOND SEMESTER OF THE ELEVENTH GRADE OF AL-ISLAM BUNUT PESAWARAN IN THE ACADEMIC YEAR OF 2016/2017.**

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This study is aimed to determine whether there is correlation between students' English song habit and their Listening skill of the eleventh grade of MA Al-slam Bunut Pesawaran in academic year of 2016/2017.

The research method used in this research is correlation method. The research was at the eleventh grade of MA AL-Islam Bunut Pesawaran. The population was all of the eleventh grade students of MA Al-Islam Pesawaran in academic year of 2016/2017 which consist of two classes. The total number of the student was 98 students. The sample was 30 students taken by cluster random sampling technique. The instruments in collecting data were questionnaire and tests. The questionnaire was used to collect the data of students' habit in English Song, while the tests were used to collect the data of students' listening skill. In analyzing the data, the researcher used Pearson Product Moment Formula.

The results of the study showed that there is a positive correlation between students' habit in English song (X) and listening skill (Y) the correlation score  $r_{xly} = 0.84$ ; the relative contribution of students' habit in English song (X) and listening skill (Y) is 71%. Regarding the result of the research, it can be concluded that the students' habit in English song and English song has positive correlation with Listening skill. Therefore, students' habit in English song should be considered in improving listening skill.

**Keywords :** Correlation, English Song, Listening Skill, Students' habit in English Song.



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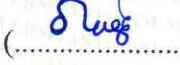
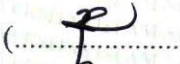

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## MOTTO

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُ اللَّهُ وَأُولَئِكَ هُمْ  
أُولُوا الْأَلْبَابِ ﴿١٨﴾

Those who listen to the word and follow the best there of those are whom Allah has guided and those are men of understanding (az Zumar: 18)<sup>1</sup>



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<sup>1</sup> Dr. M. Taqi-ud-Din and Dr. M. Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language*, (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an), p.624

## DEDICATION

This thesis is dedicated to everyone who cares and supports me. I would like to dedicate this thesis to:

1. My beloved Father (Nasikin) and mother (Siti Aminah) who always pray, support, and guide me to be success in my study.
2. My beloved sisters, Nur Endang Umiyati and Puji Astuti.
3. My advisor, Drs. Zulhanan, M.A., and co-advisor, Dewi Kurniawati, M.Pd., thanks for supporting me. It will not be real without their guidance.
4. My beloved friends in UIN Raden Intan Lampung especially of PBI D 2011 and Kosti Group.



## DECLARATION

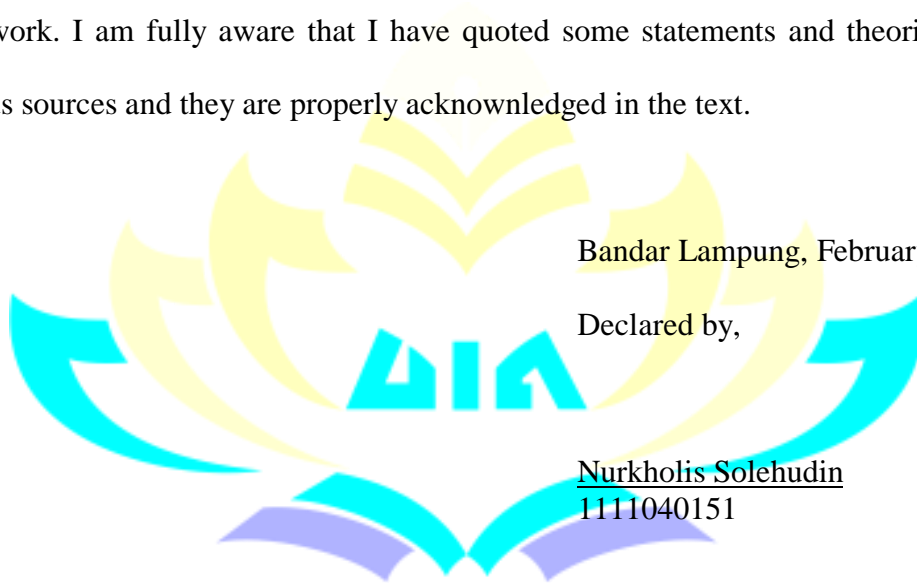
I hereby declare this thesis entitled “the correlation between students’ listening English songs habit and their listening skill at second semester of the eleventh grade of al-islam bunut pesawaran in the academic year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, February 2018

Declared by,

Nurkholis Solehudin

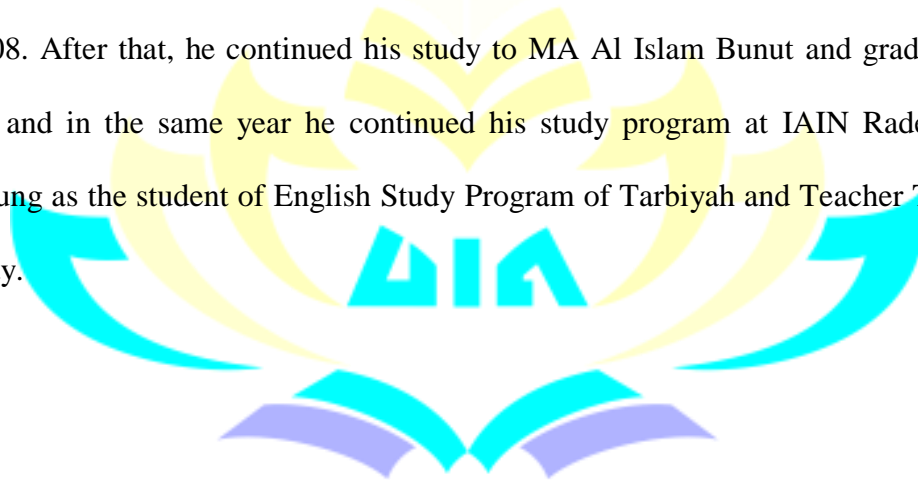
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## **CURRICULUM VITAE**

The name of the writer is Nurkholis Solehudin. He was born in Pesawaran on December 24, 1992. He is the third child of three children of Nasikin and Siti Aminah. He has two sisters whose names are Nur Endang Umiyati and Puji Astuti.

The writer began his elementary school at SDN 1 Bunut in 1999 and he graduated in 2005. In the same year, he continued his study to MTs Al Islam Bunut and graduated in 2008. After that, he continued his study to MA Al Islam Bunut and graduated in 2011. and in the same year he continued his study program at IAIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.





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May Allah, the most gracious and the most merciful, always give blessing and love for all people who love Him and He is loved for the guidance, support that have been given to the writer. He really expects that this thesis can give advantages for the reader and the next researcher.

Bandar Lampung, February 2018

The Writer

**NURKHOLIS SOLEHUDIN**  
**NPM. 1111040151**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English in Indonesia is generally taught as a foreign language. The term of foreign language in the field of language teaching is different from a second language. Foreign language is a language that is not used as a means of communication in certain countries where the language is taught.<sup>2</sup> It can be seen from the existence of English education begun from elementary school to university. In English there are four skills in learning a language, they are listening, speaking, reading, and writing.<sup>3</sup> Listening receives a focus .

Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening can occur at a number of point in teaching sequence.<sup>4</sup>

Lukong states that listening is an active process where the listener plays very active part in constructing the overall message that eventually exchanged between listener and speaker.<sup>5</sup> It means that Listening is an important part of communication as it is pivotal in providing a substantial and meaningful response.

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<sup>2</sup> Allan Lauder, *The Status and Function of English In Indonesia*, (Depok: University of Indonesia, 2008), p.9

<sup>3</sup> Weena Kanadpon, "Listening: A good way to learn English", from <http://www.englishclub.com/esl-articles/200204.htm>, Retrieved on 1<sup>st</sup> Maret 2015

<sup>4</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, (London: Person Education Limited, 2002), p.232

<sup>5</sup> Lukong, *Concept of Listening*. 1998, p.30, from <http://www.schoolar.google.conceptoflistening.com>, Retrieved on 1<sup>st</sup> January 2016



Listening skill is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge.<sup>6</sup> From the point out above that the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. It means that listener must have ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%, speaking 25-30%, reading 11-16%, and writing about 9%.<sup>7</sup> Thus, we can say that listening has large portion than other skills. Therefore, more effort is needed to filter, concentrate, understand, remember and transforms back information. It means that listening is not a skill that can be mastered within overnight, students who eager to succeed in mastering the skill have to striving by not only practicing once a week but every day. As well as other skills of English language, listening is also considered difficult. Lund in Brown

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<sup>6</sup> Chamot and Kupper. "Journal of Language Teaching and Research." The internet TESL Journal Vol. 2, No.5, pp. 977-988, from <http://www.academypublisher.com>, Retrieved on 02<sup>nd</sup> Agust 2015

<sup>7</sup> Mendelsohn, *Journal of Language Teaching and Research*, Vol. 2, No.1, p 1, from <http://www.academypublication.com/issues/past/jltr/vol02/05/05.pdf>, Retrieved on 11<sup>th</sup> September 2015,

found that listeners have difficulties in listening skill, especially in identifying the main idea and finding specific information of the text.<sup>8</sup> The English teachers have to use learning method which is able to improve their ability in listening. Listening to English native speakers' conversation is often a challenging thing. The speech rate, the intonation of the speakers, the unfamiliar vocabularies are mostly the most problematic things in understanding to native speakers' speaking.

In learning English some fun media can be used by teachers. In order to get students' interest, beside some conversational or lectures material, English songs could be one alternative of good media to teach English listening skill. Especially in these days, English songs and movies are in every media. It is very easy to find English songs and movies, and many teenagers are really into those. English music. 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. As what some experts say that music is a universally popular medium and songs often tell a story, and song is an excellent vehicle to show how sentence are connected. So, by listening to an English song, students can learn the content of the song and also train their ears to be more familiar with English language. When they are familiar with listening to English through songs, the problems in listening comprehension could be reduced. Interest in English songs can lead students to listen to English songs more often, and more repetition in an activity

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<sup>8</sup> Steven Brown, *Teaching listening*, (New York: Cambridge University Press, 2006), p.10

might form a habit. A student who likes listening to English songs usually will listen to those songs again and again. By doing so, the habit in listening to English songs will form in her/himself. The activity to listen to song will be done by him/her very easily. Turning on the radio tape, cell phone, laptop, computer, or any other media will be done automatically and with no effort anytime he/she wants.

In fact, many students love listening and even singing English songs. It is probably because those English songs are considered “cool” and trend. More and more teenagers start to enjoy English songs. For some persons, this kind of hobby will easily lead them to be more curious and enthusiastic to learn English. They will listen to English song as often as possible, start to sing the song out loud imitating the singers, memorize the lyrics, and be more curious to find out the meaning of the song. If they find some difficult words they will ask other persons who have good English or they can open the dictionary and find the meaning by themselves. This kind of activities will help them improving their English. Even when they only listen to the song, the habit in listening to English songs could help their ears to get familiar to English words and sounds.

Particularly in MA Al-Islam Bunut Pesawaran, based on pre-research that the researcher had observed at the school, the research found that students in that school especially at the eleventh grade students are weak listening skill. It can be seen from the result of observe in teaching learning process the whole of the eleventh grade of MA Al-Islam Bunut Pesawaran with the English teacher at the school. The main

point of the observed is the student's ability in listening is still low. However, there are some students who can get the point of what the native speaker says directly in listening activity.

MA Al-Islam Bunut Pesawaran can creates a new generation who active and creative because in this school it has complete facilities such as language laboratory, multimedia laboratory, computer laboratory and LCD for learning process media in the class. Considering the ideas above, the researcher is interested in proving whether or not there is correlation between students' listening English songs habit and their listening skill at the first semester of the eleventh grade of MA Al-Islam Bunut Pesawaran in the Academic Year of 2016/2017.

**Table 1.1**  
**The Students' Listening Score of the Eleventh Grade**

No.	Students score	The Number of students	Percentage
1.	< 70	63	65%
2.	≥ 70	35	35%
	Total	98	100%

*Source :The students' score of MA Al-Islam Bunut Pesawaran 2016/2017*

There are many factors affecting the success in learning listening skill. A recent survey on learner listening research finds that factors which enhanced or depressed listening comprehension can be summarized into five categories: text type, task, interlocutor (speaker), process and listener characteristic. In listener characteristic that can influence comprehension is included language proficiency, gender, memory, interest, prior knowledge, attention, accuracy of pronunciation and established

learning habits.<sup>9</sup> From the statement above, it can be concluded that habits can be assumed as one of the factors affecting listening skill.

The teacher uses one of the language learning methods namely Communicative Language Teaching (CLT). In this case, the teacher has proven that this method is effective enough to teach listening skill in the classroom especially on listening activity although actually CLT is also suitable for teaching speaking skill. In this case the teacher takes the role as a facility provider. In other words, the teacher gives additional information, gives clues, and gives a chance to students to discuss what the contents of the listening activity that is listened.

As a teacher of English as a foreign language, teach listening skill through songs at times both as a part of their method and due to demands of students to spice up the course content. Nowadays, music and song have been developed in many genres of music offered with modern music instruments.

Harmer says that in the western world at least, English is a dominating language on popular culture. Pop music in English fulfills the planet's airwaves.<sup>10</sup> Thus many people who are not English speakers can sing words from their favorite English-medium songs. Listening to songs, which is the sound of music might interfere with the sounds of the words, but the rhythm or perhaps the rhyme of the lyrics, sometimes helps the listener to predict what lyrics come next.

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<sup>9</sup> Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

<sup>10</sup> Harmer, *Op. Cit.* p.121

It is supported by previous research concerning the first previous related study comes from Peni Nuryanti conducted a research entitled “A Correlational Study Between Habit in Listening to English Songs and English Learning Motivation and Vocabulary Mastery of the Second Year Students of SMA Negeri 1 Karanganom, Klaten, in academic year 2003/2004. The result of the analysis shows that there is a significant positive correlation between students’ habit in listening English song (X) and vocabulary mastery (Y). Based on the explanation of the background above, the researcher proposed a 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.

### **B. Identification of the Problem**

Based on the background above, the researcher identified the problem as follows:

1. Students’ listening skill is low.
2. Metode employed by English teacher in this school bored the students.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher focused on 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.

#### **D. Formulation of the Problem**

Based on the identification and limitation of the research, the researcher formulated the problem as follows. Is there any significant 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?

#### **E. Objective of the Research**

Based on the formulation of the problem above, the objectives of the research was to know and describe, whether there is a significant 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.

#### **F. Use of the Research**

The researcher expected the result of this research can be used as the information as follows:

1. To give information to English teacher about 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.
2. To give contribution to the English teacher and the students to know 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.

## **G. Scope of the Research**

The scope of the research is:

1. Subject of the Research

Subject of the research was the second semester of the eleventh grade of MA Al-Islam Pesawaran.

2. Object of the Research

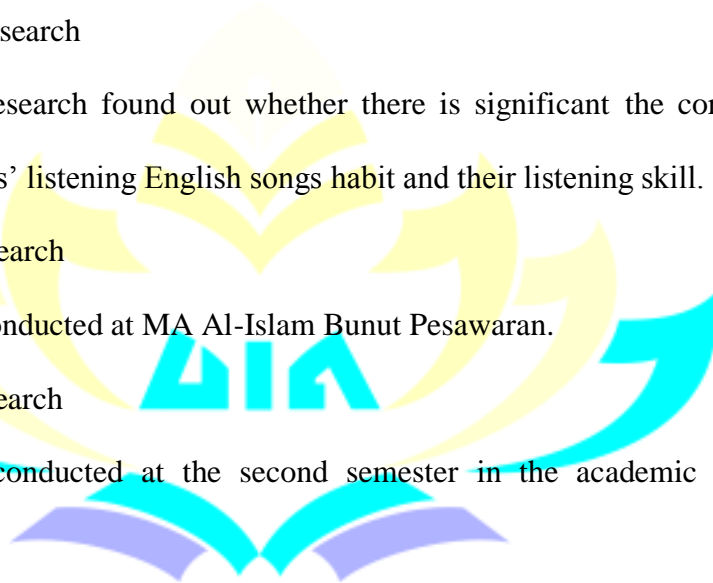
Object of the research found out whether there is significant the correlation between students' listening English songs habit and their listening skill.

3. Place of the Research

Research was conducted at MA Al-Islam Bunut Pesawaran.

4. Time of the Research

Research was conducted at the second semester in the academic year of 2016/2017.





## CHAPTER II

### FRAMES OF THEORIES, THINKING AND HYPOTHESIS

#### A. FRAMES OF THEORY

##### 1. Concept of Listening

English as foreign language has been learned at school, from elementary school until senior high school. It has four skills that have to be mastered by students. These skills are reading, listening, writing, and speaking. Listening is a skill that felt difficult to be mastered, listening mean giving full attention to a sound in other word it does not has something to do with the ear, but also with the mind , however, hearing does not necessarily mean giving meaning full attention, it is merely a metter of ear.<sup>11</sup>

Helgesen states that listening is an active, purposeful process of making sense of what we hear.<sup>12</sup> Listening is a conscious act, and if we do not practice it actively and carefully, we simply can not communicate effectivelly and fully.<sup>13</sup> Lukong states that listening is an active process where the listener plays very active part in

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<sup>11</sup> Harry A. Green And Kate, *Basic Language* (New York : English Curriculum,1982), p.27

<sup>12</sup> Helgesen, “*prospective efl teachers’ perceptions of listening comprehension problems in turkey*”, from [http://www.sosvalarastirmalar.com/cilt7/savi30pdf/solak\\_ekrem\\_firaltay.pdf](http://www.sosvalarastirmalar.com/cilt7/savi30pdf/solak_ekrem_firaltay.pdf), retrieved on November 13th, 2015

<sup>13</sup> Hellen Wilkie, *Writing, Speaking, Listening, Essential*, (British, 2001), p.71

constructing the overall message that eventually exchanged between listener and speaker.<sup>14</sup> According to Richard and Renandya, listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.<sup>15</sup> Furthermore listening is one of the fundamental language skills. It is a medium through which children, young people and adult gain a large portion of their information, their understanding of the world and human affair, their ideals, sense of value, and their appreciation.<sup>16</sup>

From definitions above, the researcher concludes that listening is important skill in foreign language classroom. Listener gets the information from the speaker, and then can result imagination and understanding. When a person decides to communicate with another person, he or she does so to fulfill the need. The person wants something, feels discomfort, and or has feeling or thoughts about something. In deciding to communicate, the person selects the method or code which he or she believes it will effectively deliver the message, impression, thought, beliefs, attitudes, and emotional to the other person. Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.

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<sup>14</sup>L ukong. *Loc.Cit*,p.31

<sup>15</sup>Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 238

<sup>16</sup>Arif Saricoban, "TheTeaching of Listening", The internet TESL. Journal, From [http://teslj.org/Article/saricoban\\_Listening](http://teslj.org/Article/saricoban_Listening), Retrieved on 2<sup>nd</sup> April, 2015

According to Brown, there are three skills involved in listening :

a. Listening for main idea

Listening for main ideas means that the listener wants to get a general idea of what is being said. You might set this sort of task: “What’s the most important idea in this conversation? What is the main thing they are talking about?” Write some choices on the board: Class? Dinner? After the listening, students would answer, “Dinner.” Point out that to be successful, they didn’t need to understand anything else. They just had to understand that “dinner” is the main idea of the conversation.

b. Listening for detail

Listening for details is something we do every day. For example, we need the details when we are getting directions to some places like a friend’s home. Just understanding the topic in this case does us no good. We sometimes need to listen for details. To point this out, use the same dialogue, but this time set this task: “What are they going to eat?” When students answer “Pizza” point out that to be successful, they needed only to understand one detail of the conversation: that the woman and her friends are going out for pizza, not hamburgers or spaghetti.

c. Listening and making inferences

Listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. The important reason for listening is listening and making inferences. Speakers do not always say exactly what they mean. That is,

important aspects of meaning are sometimes implied rather than stated. Listeners have to “listen between the lines” to figure out what really is meant.<sup>17</sup>

From the definition above, it can be concluded that all of the skills involved in listening above are important to improve listening skill for students in classroom.

## 2. Types of Listening

According to Brown there are four types of performance of listening :

### a. Extensive listening

Listening to develop a top down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

### b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

### c. Intensive Listening

Listening for perception of the components (phonemes, words, intonation, discourse markers, and so on) of a larger stretch of language.

### d. Selective

Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not

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<sup>17</sup> Steven Brown, *Teaching listening*, (New York:Cambridge University Press, 2006), pp.5-6

necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.<sup>18</sup>

Moreover Broughton, pointed out there are extensive and intensive types in listening. Extensive listening can be used for two different purposes. A very basic is the re-presentation of already known material in a new environment. This could be a recently taught structure or say, a lexical set which was introduced months before and needs revision. Whereas extensive listening is concerned with the freer, more general listening to natural English, intensive listening is concerned, in a much more controlled way, with just one or two specific points. Clearly in this second case the meaning of the language must already be generally familiar.<sup>19</sup> It means that in intensive listening the listener must be familiar with the language than in extensive listening.

In the types of listening, it can be concluded that each types of listening has different purpose and way for the listeners to understand the message and the meaning from

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<sup>18</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p. 120

<sup>19</sup>Meoffrey Broughton and Christopher Brumfit, *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p. 72

their listening activity. Firstly in intensive listening, listeners just asked to get the componenets of language such as phonemes and intonation. While in responsive listening, listeners should understand short stretch of language like a greeting and question, so the listeners can make short response from those activity.

### 3. Listening Processes

There are kinds of process in Listening activity as follows:

#### a. Bottom-up Process

These are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.<sup>20</sup> It means that bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.

#### b. Top-down Process

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

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<sup>20</sup>I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p.40

The key process here is inferencing.<sup>21</sup> In top-down process the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text if they have prediction about the text that they will hear before.

Whereas as Nunan pointed out in Richard and Renandya that the Bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. Then in the Top-down process suggest that the listener actively constructs or more accurately the original meaning of the speaker using incoming sounds as clues. The listener uses prior knowledge of the context and situation which the listening takes places to make sense of what he or she hear.<sup>22</sup>

It can be concluded that bottom-up process used for the listener to get the message piece by piece, from the parts to the whole. By assemble the message piece by piece, it will make the listeners focus on words, grammatical structures, and so on that they must gain from their listening activity. Whereas the top-down process going from the whole of prior knowledge of the listener to predict the message. The listeners should have background knowledge about the text that they will hear, so the interpretation of a text will be appeared from there.

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<sup>21</sup>*Ibid*, p.42

<sup>22</sup>Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York:Cambridge University Press, 2002), p.239

#### 4. Teaching Listening

Listening as a skill may be extremely similar to reading, but the text the listener has to deal with is considerably from written text for reading. Most obviously does not look at what he is trying to hear; he can only listen to it. Whereas the written words stay on the page and can be looked at more than once spoken words and play back can not be repeated, except when the words are recorded. Of course in conversation it is possible to ask someone to say something again but the fact remains. While a reader can look back at something as many times as he wants, the listener can not.<sup>23</sup>

The major problem that the teacher and student encounter when tackling listening material, however is not the speech phenomena such as vocabulary, but the actual listening material present to the students. The most common method of presenting listening is through the use of tape recorder. The difficulties inherent in the use of listening material, lead us to a number of conclusion about how such of material should be handled.

First we should be sure in almost all cases to give a clear lead in to what students are going to hear; more than over, expectation are important here. Second wherever possible, there should be kind of visual back up to the listening material that will help student to come to grip with text. The question and task that teacher give to the student should be appropriately designed to keep their learning of listening skills and as far as possible not confusing.

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<sup>23</sup> Wilga M. River, *Psychology Linguistic And Language Teaching Forum*, (New York:Cambridge University Press, 1982), p.7



Third and perhaps more important, we should be sure that the quality of our tape and our machine is sufficient for the circumstances in which the listening exercises are to take place.<sup>24</sup>

## 5. Concept of Habit

In addition, Indonesia Dictionary states habit is “Pattern to respond a certain situation that is learned by someone and done repeatedly for the same thing.

There are many definitions of habit according to some experts. As cited in Djaali Witherington explains that habit is an acquired way of acting which is persistent, uniform, and fairly automatic.<sup>25</sup> According to behaviourists psychologist as cited in Patel and Jain Habit is the form of constant behaviour of the effort to adapt to the environment which contains elements of affective feelings which is gotten from exercises, imitation and repetition continuously.<sup>26</sup>

Habits are series of steps learned gradually and sometimes without conscious awareness.<sup>27</sup> When one is doing a habit, it diminishes the conscious attention with which his/ her acts are performed.<sup>28</sup> It means that he or she is not aware what he or she is doing because the acts are often done by him or her several times. It all begins

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<sup>14</sup> Yorkey, *Study Skill For Students of English As A Second Language* (London : University College London, 1993), p.24

<sup>25</sup> H Djaali, *Psikologi Pendidikan*. (Jakarta: Bumi Aksara, 2009), p.128

<sup>26</sup> Patel And Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers, 2008),p.46

<sup>27</sup> Mc Govern's, *serendip.brynmawr.edu/bb/neuro/neuro05/web1/mmcgovern.html#2*, retrieved on February 23<sup>rd</sup> 2015

<sup>28</sup> James, “*Education and the Development of reason*”, from <https://books.google.co.id/books?id=t7LAGAAOBAJ&pg=PA309&lpg=PA309&dg=when+one+is+doing+a+habit.html>, retrieved on January 30<sup>th</sup>, 2016

in one's mind. Intentional thoughts become intentional actions. Intentional actions become repetitive actions. Repetitive actions become automatic actions. Automatic actions become habits. Repeated action can lead to the formation of habits and identification as the kind of person that performs the behavior.<sup>29</sup>

Based on some definitions of habit stated above, it can be concluded that basically, habit related to hobby. Habit, furthermore, concern with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stopped in doing it. In other words, habit is routines of behaviour that are repeated regularly and tend to occur subconsciously.

## **6. The Indicator of Habit in Listening English Song and Listening Skill**

Dubray contends that habit can be acquired by doing exercise. In acquiring a habit, the repetition must grow and be strengthened. Furthermore, he mentions the main factors dealing with the growth of habit as follows:<sup>30</sup>

- 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;

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<sup>29</sup> Lally, Gardner and de Bruijn, "Issues In Psychology and Psychiatry Research and Practice", from <https://books.google.co.id/books?id=1zLJ2fvfJ8EC&pg=PA784&lpg=PA784&dq=repeated+actions+lead+to+the+formation+of+habits.html>, retrieve on February 15<sup>th</sup>, 2016.

<sup>30</sup> Charles Dubray, "Habit." *The Catholic Encyclopedia. Volume 1.* (New York: Robert Appleton Company, 1910). Available at: <http://www.newadvent.org/cathen/07099b.html>, retrieved on February 12<sup>nd</sup>, 2016

- 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;
- e. The resulting pleasure or feeling of success which becomes associated with the idea of the action.

There is no general rules can be given for a strict determination of those factors. How frequently the actions should be repeated or how rapidly the complexity may be increased, will depend not only on actual psychological factors of interest, attention, and application, but also on the nature of the actions to be performed and on natural aptitudes and tendencies. Habit can decrease or disappear negatively by abstaining from exercising them, and positively by acting in an opposite direction, antagonistic to the existing habits.

## **7. Concept of English song**

There are some benefits of song, furthermore, in the teaching and learning activity. Using songs in the teaching and learning of English has become popular since songs can give many benefits due to several reasons. Cullen suggests that by utilizing songs in the listening activities, students can use their grammar knowledge to understand the messages of songs that indeed will lead them to an improvement of their listening ability.<sup>31</sup> Wilson also states that songs can be enjoyable, memorable, and simulating

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<sup>31</sup> Cullen, Brian. "Song Dictation", from <http://iteslj.org/Techniques/Cullen-SongDictation.html>, retrieved on April 22<sup>nd</sup>, 2015. p.23

for the students. In addition he explains that songs tend to contain some useful elements.<sup>32</sup>

a. They can serve as an incentive for speaking English in class.

Songs which belong to a genre including both lyrics and music can be added to this list. They are marked by the richness of content, poetical metaphors, and symbols, which emotionally reflect the world we live in. In non-English surroundings the main problem teachers of English encounter is how to stimulate students to speak English in class. Songs may serve as a starting point for conversation. Students can discuss a single song, the repertoire of a group as well as different musical trends.

b. Songs can motivate a positive emotional approach to language learning. Exerting emotional influence on a listener, songs can inspire the student to express his/her attitude towards what he has heard. A rock song is particularly close to 18-20 years old because of its form, content, and aspirations. This gives students the opportunity to speak on the topic.

c. Songs can introduce students to the music and culture of particular interest to them in the target language community. While listening to a song, students begin to recognize the words and notions easily understood by native speakers but which may present difficulty for foreigners.

d. Songs can effectively contribute to the esthetic development of prospective teachers. They help student teachers to develop their artistic tastes on the basis of a

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<sup>32</sup> Wilson, J.J. *How to Teach Listening*, (England: Pearson Education, 2008), p.50

critical evaluation of the songs they listen to and discuss and at the same time help them learn how to use a song in ELT. We know that music and songs as a whole, is not one of the conventional categories of language study (grammar, vocabulary, reading, etc.). But it can be the content matter of any of these categories.

According to Murphey as cited in Macias , in language teaching, anything we can do with a text, we can also do it with songs, or texts about songs:<sup>33</sup>

- 1) We can study the grammar in the lyrics of a song;
- 2) We can practice selective listening comprehension;
- 3) We can practice conversation using dialogues based on the words of a song;
- 4) We can practice pronunciation, intonation, and stress;
- 5) We can learn new vocabulary;
- 6) We can practice choral repetition.

In song, students will not only know about the function of songs that is usually used to show feelings, emotions, or imaginations, but also to convey the messages to other people. Songs can also upgrade students' knowledge of the target culture. Cullen states that songs are the representations of society and culture.<sup>34</sup> Furthermore, also suggests that songs can be used in the discussion of culture.<sup>35</sup> According to Wijaya , songs play a powerful role in the modern society, especially for young people who

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<sup>33</sup> Macias, Elda. "Music and Songs in the Classroom: Technique To Aid the Language Learning Process", (in the Internet Journal, posted on August 8<sup>th</sup>, 2008), p.34

<sup>34</sup>Brian Cullen, "Song Dictation". From <http://iteslj.org/Techniques/Cullen-SongDictation.html>, retrieved on April 22<sup>nd</sup>, 2015.

<sup>35</sup>Kristin Lems, "Using Music in the Adult ESL Classroom", From [http://www.cal.org/caela/esl\\_resources/digest/music.html](http://www.cal.org/caela/esl_resources/digest/music.html), retrieved on April 22<sup>nd</sup> 2015

want to convey the messages of youth culture to all over the world.<sup>36</sup> Hence, by using songs in a listening class, students can increase their cultural competences in understanding of different culture.

Additionally, song also is useful to teach English for children. Song can be used as media in language learning for children, moreover, by using song they can be happy to study about language because they enjoy the song, while they sing a song, they are actually studying English.

When people create a song, actually, they have a certain purpose. Song is made by two purposes, which are:

- a) To be just enjoyed, and
- b) For the purpose of learning.<sup>37</sup>

When people use song in learning, it can be used as instrument to introduce new vocabularies by comprehending the meaning of songs' lyric and idiom. Listening and then analysing English song is one of the key progress of English mastery and also one type of media that can be used in improving English proficiency.

From the concept of English song above, it can conclude that utilizing songs in the listening activities, students can use their grammar knowledge to understand the messages of songs that indeed will lead them to an improvement of their listening

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<sup>36</sup>Sonya Wijaya, *Improving Students' Listening Skill by Using English Songs*, (Practical Technique for English Language Teaching (eds: Bambang Yudi Cahyono And Shirly Rizki Kusumaningrum). Malang: State University of Malang Press, 2011), p.33

<sup>37</sup>Kasihani Suyanto, *English for Young Learners: melejitkan potensi anak melalui english class yang fun, asyik, dan menarik*. (Jakarta: Bumi Aksara, 2007), p.113

ability, and students can be enjoyable, memorable, and simulating in the learning process.

## **8. Habit in Listening to English Song**

Songs, as Griffiee states are pieces of music that have words.<sup>38</sup> Webster's dictionary defines songs as a short musical composition of words and music.<sup>39</sup> The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them can not 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, there are usually several lines of the song, which are repeated twice or more what so-called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices.

The main parts of an English song are music and English words. The English words in the lyric of the song can be useful to be discussing material in language learning. Through the lyric in the song, the students learn about vocabulary, sentence structure, and sentence patterns. Since, one advantage of using songs in the young learner classroom is their flexibility.<sup>40</sup> Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs

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<sup>38</sup> Griffiee, D. T. *Songs in Action*, (Wiltshire: Prentice Hall International, 1992), p.3

<sup>39</sup> Webster. *The New Grolier Webster Dictionary of English Language*. (New York: The English Language Institute of America Inc, 1994), p. 506

<sup>40</sup> Murphey. *Music and Song*. (New York: Oxford University Press, 1992), p.201

can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills too. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for students is an important part of learning a language, something which is often ignored by teacher, and songs can add interest to classroom routine and potentially so improve student motivation.

Based on theories above, habit and listening to English song can be pointed out that habit in listening to English song is defined as a repetitive action of paying attention and trying to get the meaning of groups of English words contained in the songs, so it becomes a pattern of behavior which is practiced automatically, unconsciously and continuously because it has been familiar and easy response. So, based on the conclusion above can be inferred that there are indicators of habit in listening to English song such as repetitive action, attention, getting the meaning, and pattern of behavior.

## **B. Hypothesis**

Based on the rational above, the researcher formulated the hypothesis as follows:

$H_a$  : There is correlation between students' listening English song and their listening skill at the eleventh grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017.



$H_0$  : There is no correlation between students' listening English song and their listening skill at the eleventh grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017.

If  $H_0$  is rejected, it implies that there is correlation between listening English songs habit and their listening skill.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research design employed in this research was correlational research. Correlational research is the relationship among two or more variables are studied without any attempt to influence them.<sup>41</sup> In general, it enables us to draw conclusions about correlation that is, about the extent to which two variables or more are interrelated, such that when one variable increases, the other increases or decreases in a somewhat predictable way. It enables the researcher to predict one variable on the basis of their knowledge of another but not to draw a conclusion about a cause-effect relationship. An independent variable is a variable presumed to cause a change in another variable while a dependent variable is the variable that researcher studies to determine.<sup>42</sup> Correlational research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two

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<sup>41</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research and Education*, (Singapore: McGraw-Hill Book Co, 1993), p.328

<sup>42</sup> Johnson, R.B., & Christensen, L.B. (2000). *Educational research: Quantitative and qualitative approaches*. Boston; Allyn and Bacon

variables.<sup>43</sup> According to Kathori, correlations research combine the variation of two or more variables.<sup>44</sup> Therefore, the research only focused on whether or not there is correlation between students' habit in English song and their listening skill.

## **B. 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).

## **C. The Operational Definition of Variables**

This operational definition of variable was used to explain and to avoid misconception of the variables present in this research. The variables are students' listening English song habit and their listening skill.

## **D. Population, Sample and Sampling Technique**

### **1. Population**

According to Fraenkel and Wallen population is the large groups to which one hopes to apply the result.<sup>45</sup> The populations in this research were all students of the eleventh grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017, which total number of population were 98 students.

**Table 3.1**

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<sup>43</sup> Ibid, p.328

<sup>44</sup> C.R Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age, 2004, p.130

<sup>45</sup> Ibid, p.90

## The Number of Students at the eleventh grade of MA Al-Islam Bunut

### Pesawaran 2016/2017

No.	CLASS	GENDERS		TOTAL
		MALE	FEMALE	
1	XI A	20	23	43
2	XI B	27	28	55
TOTAL				98

Source : *The students' score of MA Al-Islam Bunut Pesawaran 2016/2017*

## 2. Sample and Sampling Technique

Kenneth and Bruce state that sample is a small sub group chosen from the large population.<sup>46</sup> So it can be concluded that sample is small group as part of population and it also chosen as representative data of whole population. The sample in this research was a part population of the eleventh grade of MA Al-Islam Bunut Pesawaran. In this research, researcher used cluster random sampling technique to the total population. The researcher check cluster random sampling such as:

- a. The first, listing all the students in a small paper
- b. Second, writing each students in a small paper
- c. Third, rolling the paper
- d. The last, put into the glass and shaking the glass until name of them come out.

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<sup>46</sup> Kenneth S. Bordens and Bruce B. Abbott., *Research Design and Method A process Approach*, McGraw Hill Companies, Inc, 2011, p.163

### **E. Research Procedure**

Following is the procedure of the research. The researcher conducted this research at the eleventh grade students of MA Al-Islam Bunut Pesawaran in the Academic year of 2016/2017. After having permission the researcher did the research by using the following steps:

1. Made a list of 30 students
2. Gave each student a code
3. Wrote each code on a piece of paper and enrolling them
4. Filled the rolled papers in the box
5. Took the rolled papers in the box randomly and the result are the sample of research, it was repeated 30 times
6. The rest of rolled papers in the box are the sample of try-out (30 students).

### **F. Data Collecting Technique**

The researcher used test and questionnaire as the techniques to collect the data for this research. The test was used to collect the data of listening skill whereas the questionnaire was used to obtain the data of student's habit in listening English song.

The instruments of collecting data are:

1. The instruments
  - a. Questionnaire

A questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study.<sup>47</sup> Researchers used questionnaires so that they could obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants. In other words, the researcher attempted to measure many different kinds of characteristics using questionnaires. Hence, in this study, to obtain the data of the students' habit in listening English songs, the questionnaire was used.

Questionnaire items can be relatively closed or open ended question.<sup>48</sup> A closed item is one in which the range of possible responses is determined by the researcher while an open item is one in which the subject can decide what to say and how to say it.

The researcher used the Likert scale and mostly the options are in the form of "Sangat Setuju (SS)", "Setuju (S)", "Kurang Setuju (KS)", "Tidak Setuju (TS)" and "Sangat Tidak Setuju (STS)". In doing questionnaire, the respondents are expected to choose one of those choices that they think and feel nearly matched with their condition at the time and their actual experience. In this research, the questionnaire is given to the students' to find numerical data of students' habit in

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<sup>47</sup> Johnson, B. & Larry Christensen. (2000). *Educational Research, Quantitative and Qualitative Approaches*. USA. Allyn and Bacon.

<sup>48</sup> Nunan, D. (1992). *Research methods in language learning*. Cambridge : Cambridge University Press.

English song. The questionnaire consists of 20 items and each item has five options (SS, S, KS, TS, STS) with the scale of scoring from 1 to 5. Likert scale is used to measure attitude, opinion, people's or groups' perception about social phenomenon. The questionnaire used this scale because this scale is appropriate to measure attitude or people's perception, especially in this research was habit. The way to score the questionnaire is as follows:

**Table 3.2**  
**The Scale of questionnaire students' listening English songs habits**

Variable	Score
Sangat Setuju	5
Setuju	4
Kurang Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

b. Test

Test is a sequence of questions or exercises or other devices to measure skill, knowledge, intelligence, ability or talent's person which has by people or group.<sup>49</sup> According to Oxford dictionary, test is examination of person's knowledge or ability.<sup>50</sup> Testing is an important part of every teaching and learning process. A classroom test is used to measure students' achievement and contribute to the evaluation of this progress.

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<sup>49</sup> Arikunto, S *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta,(1998). p.136

The test of listening skill intends to collect data of students' listening skill. The test is an objective test in the form of multiple choices type consisting of 40 items. Researcher used multiple choices test because it was easier to get the data of listening skill. The test items are consist of two constructs of listening there are component and type because they are considered as an appropriate listening test to reach goal of learning English especially for listening skill at the eleventh grade students of MA Al-Islam Bunut in the academic year 2016/2017. There are five options (a, b, c, d, e) in each item, and the students are required to choose the correct answer by crossing one of four options provided in the test sheet. Then the researcher marked 1 for each correct answer and marked 0 for each incorrect answer.

#### **G. Instrument of the Research**

In this research, the purpose of the test was to measure the students' listening skill of using English song. The test are using listening test and questionnaire. The first is questionnaire of Students' habit in English song. The Questionnaire was used to get the data of Students' habit in English song. In other test is questionnaire consists of 20 items and each item has five options with the scale of scoring from 1 to 5. Contents that habit can be acquired by doing exercise.<sup>51</sup> In acquiring a habit, the

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<sup>51</sup> Knight, R, 1979. *Practical in Statistics and Quantitative Genetic*. In R. Knight, (ed). *A course manual in Plant Breeding*, P.214-225. Australian Vice-Chancelors Comitntee.P. 214-225.



repetition must grow and be strengthened. Furthermore, he mentions the main factors dealing with the growth of habit as follows:

**Table 3.3**

**The Blueprint of Research Instrument of Habit in Listening English Song**

INDICATORS	NUMBER OF ITEM		TOTAL
	ITEM(+)	ITEM (-)	
Frequency	16, 3	8, 20	4
Interest	1,12	9,19	4
Result	6, 13	10, 17	4
Uniformity	5, 14	4, 2	4
Repetition	7,15	18, 11	4
			20

The second is listening skill test. In the form of listening test is multiple choice test consisting of 40 items five distractors that are a, b, c, d and e. The total items of Listening Skill try out test are 40 items. After conducting the listening skill try out test, the researcher calculated the score of the students and found out the validity of try out test items. Finally, those valid items were used in listening skill test in class. The score were measured by using the following formula. Hence, the total score if all answers are correct is 100.

The spesification of listening skill test for students. The Process of learning, listening and understanding which listeners gets from visual and auditory clues in order to define what is the speaker want to express<sup>52</sup> :

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<sup>52</sup> Thompson, I dan Rubin, J. (1996). *Can strategy instruction improve listening comprehension?. Foreign Language Annals*, 29 (3): 331-34

**Table 3.4**

**The Blueprint of Research Instrument of Listening Skill**

Indicator	Item Number	Total
1. Dialogue	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	16
2. Question and Response	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	14
3. Monologue	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	10
Total Items		40

#### **H. Validity of the Test**

Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative research.<sup>53</sup> A test is valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspects that are needed to be measured. To measure whether the test has good validity or not, the researcher was analyzed the test from content validity and construct validity.

##### **a. Content Validity**

Before the instrument used, there is a try-out. It intends to find the validity and reliability of instrument. The instruments of this research: habit in listening English

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<sup>53</sup> Luois Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, ( New York: Routledge, 2007),p.133

song questionnaire and listening skill test are given to 30 students from the result of sampling to join the try-out. To know the validity and reliability.

b. Construct validity

Construct validity focused on the kind of the test that used to measure the ability. In other the word, the test can measure what need to measured. It means that the test items should really measure the students' listening comprehension. In other the word, the test can measure what need to measured.

**I. Reliability of the Test**

Consider the following possibilities fluctuations in the students, in scoring, in test administration and in the test it self.<sup>54</sup> The reliability of the measuring instrument is the degree of consistency with which it measures whatever it is measuring.<sup>55</sup>

Reliability test is consistent and dependable. If you give the same test to the same students or matched the students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of a test.

The result of reliablity of students habit in listening English song test. The criteria of reliability test is that the test becomes reliable if  $r_{arithmetic} > r_{table}$  and it will be not reliable if  $r_{arithmetic} < r_{table}$ . The result of calculation data of reliability of students

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<sup>54</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), pp.20-21

<sup>55</sup> Donald Ary, *Op.Cit*, p.249

habit in Listening English Song test is  $0.706536 > 0.361$ . it means that data is reliable. The statistical computation of the data is presented at appendix 10.

Therefore, The result of reliability of listening test. The criteria of reliability test is that the test becomes reliable if  $r_{arithmetic} > r_{table}$  and it will be not reliable if  $r_{arithmetic} < r_{table}$ . The result of calculation data of reliability of listening is  $0.895177 > 0.361$ . it means that data is reliable. The statistical computation of the data is presented at appendix 12.

## **J. Data Analysis**

To analyze the data, the researcher used parametric statistics, pearson's product moment to get the result of the hypothesis testing.

### **1. Normality Test**

Normality test is used to know whether the dependent variables are normally distributed or not. The researcher used statistical computation Normality test is used to know whether the dependent variables are normally distributed or not. The researcher, then, checks the normality of the dependent variables by using this following formula.<sup>56</sup>

$$L = \text{Maks } |F(z_i) - S(z_i)|$$

Where:

L = Coefficient of Lilliefors

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<sup>56</sup> J. Sudjana, *The Power of Statistic*, (Jakarta: New York:Longman, 1996), p.466-467

$Z_i$  = standard score, for  $z_i = \frac{x_i - \bar{x}}{s}$

$S$  = standard deviation

$F(z_i) = 0.5 \pm \text{table value}$

$S(z_i) = \frac{\text{rank}}{\text{group total number}}$

$x_i$  = respondent score

$\bar{x}$  = the mean of sample

## 2. Linearity and Significance of Regression

Linearity test used in order to find out whether two variables have significant linear regression or not. To find out the linearity of regression, the following formula used.

$$F_0 = \frac{MS_{lf}}{MS_e}$$

Where:

$F_0$  = the linearity of regression

$MS_{lf}$  = the variance due to linear regression for

$$MS_{lack\ of\ fit} = \frac{SS_{lack\ of\ fit}}{df}$$

$MS_e$  = the variance of error for  $MS_{error} = \frac{SS_{error}}{df}$

$$SS_{error} = \sum_x \left\{ \sum Y_i^2 - \frac{(\sum Y_i)^2}{n_i} \right\}$$

$$SS_{lack\ of\ fit} = SS_{res} - SS_{error}$$

Furthermore, to check the significance of regression, the researcher used the following formula.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

$t$  = the significance of regression

$r$  = the coefficient correlation

$n$  = number of sample

### **K. Hypothesis Testing**

The hypothesis is very important to find out whether or not the alternative hypothesis ( $H_a$ ) or null hypothesis ( $H_0$ ) is accepted in this research. The researcher used Pearson's Product Moment.

The hypotheses are:

$H_a$  : There is a significant correlation between students' listening English song and their listening skill at the eleventh grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017.

$H_0$  : There is no a significant correlation between students' listening English song and their listening skill at the eleventh grade of MA Al-Islam Bunut Pesawaran in the academic year of 2016/2017.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. The Data Description**

The data analyzed in this research are the result of the test. The research description is based on the score of test to know habit in listening to English song, English song, and listening skill test at the second semester students of eleventh grade of MA Al-Islam Bunut. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of table and histogram.

The obtained data for each variable (students' habit in listening to English song, and listening skill ) can be described as follows:

##### **1. The Data of Habit**

The data of students' habit in listening to English song were collected by using a test. From the instrument of students' habit in listening to English song, it is found that the highest score is 51 and the lowest one is 30, so the range is 21 in the scoring scale of 1-4. The mean (or the average score) and the standard deviation are 39.63 and 5.17 respectively. The statistical computation of the data is presented at appendix 13.

## **2. The Data of Listening Skill**

The data of students' Listening Skill was collected by using a test. From the test of listening skill, it found that the highest score is 97.6 and the lowest one is 62.5, so the range is 35.1 in the scoring scale of 10-100. The mean (or the average score) and standard deviation are 88.06 and 10.46 respectively. The statistical computation of the data presented at appendix 15.

### **B. The Testing of Pre-requirement Analysis**

The characteristic of the data of the research determines the technique of analyzing the data. Before analyzing the data, it is necessary to examine the data. The examination covers normality and linearity.

#### **1. Normality Test**

The researcher used *Liliefors*. The normality test was purposed to know whether the variable data research distribution is normal distributed or not. The whole computation for the normality test can be seen at the appendices.

The result of the students' habit in listening to English song shows that the value of *Liliefors* is -0.161 (Appendix 16) for  $N = 30$  at the level of significant  $\alpha = 0.05$  is 0.161. It means that the data of students' habit in listening to English song (X) comes from normally distributed population.



The result of the English song shows that *Lilliefors* is -0.546 (Appendix 17) for  $N = 30$  at the level of significant  $\alpha = 0.05$  is 0.161. It means that the data of English song comes from normally distributed population.

The result of the listening skill shows that *Liliefors* is -0.752 (Appendix 18) for  $N = 30$  at the level of significant  $\alpha = 0.05$  is 0.161. It means that the data of listening skill comes from normally distributed population.

## 2. **Linearity Test**

Linearity test was purposed to know whether two variables which will be done by statistic analysis correlation show the linear relationship or not. The researcher used F Test to know the linearity of the test. The whole computation for the linearity test can be seen at the appendices.

The computation of linearity the students' habit to listening English songs ( $X_1$ ) and listening skill ( $Y$ ) shows that the value F-obtained is -0.971  $F_{\text{deviation}}$  must be compared to F table. The value of  $F_t$  for  $N = 30$  at the level of significant  $\alpha = 0.05$  is 2.48. It can be seen that F-obtained is lower than F table or  $F_0 (-0.971) < F_t (2.48)$ . It means that the regression between students' habit to listening English song and listening skill is linear. (Appendix 19)

The computation of linearity testing Englis Song ( $X_2$ ) and their listening skill ( $Y$ ) shows that F-obtained is 2.58. F-obtained must be compared to F table. The value of  $F_t$  for  $N = 30$  at the level of significant  $\alpha = 0.05$  is 2,6. It can be

seen that F-obtained is lower than  $F_t$  or  $F_0$  ( $2.58 < F_t$  (2.6)). It means that the regression between English song and listening test is linear (Appendix 20).

### 3. Significant Test

The significant testing of instruments were computed by manual computation. From appendix (19 and 20), it can be known that all of the variables are significant. The F change (F-obtained) from the output of manual computation are higher than F-table ( $df_1=k-1=2-1=1$ ,  $df_2= n-k=30-3=27$ ). So, f table is 4.19. It can be concluded that the relationship between variables that involved in this research which computed by statistic analysis correlation have relationship significant.

Since the computation of normality, linearity and significance testing show that the data are normal distribution and the regression is linear and significant, the researcher can continue to test the three hypothesis of the research stated on the previous chapter.

#### C. The Hypothesis Testing

After examining the data for the normality and linearity, the researcher tested the null hypotheses ( $H_0$ ) against the alternative hypotheses ( $H_a$ ). The tested hypothesis was as follows:

$$H_0 = r_{xy} \leq 0$$

Null hypothesis is accepted when the value of  $r_{xly}$  is 0 or lower than 0, it means that there is no correlation.

$$H_a = r_{xy} > 0$$

Hypothesis alternative is accepted when the value of  $r_{xly}$  is higher than 0, it means that there is positive correlation or it has correlation.

The correlations of instruments were computed by manual computation. Appendix (21)

#### **D. The Correlation between Students' habit in English song (X) and listening skill (Y)**

In this segment, the hypothesis that was tested is null hypotheses ( $H_0$ ) saying that there is no positive and significant correlation between students' habit to listening English song (X) and listening skill (Y) against the alternative hypotheses ( $H_a$ ) saying that there is positive and significant correlation between students' habit to listening English song (X) and listening skill (Y). The technique used here is Spearman's Rank-Order Correlation.

$$\begin{aligned} r_{xy} &= \frac{30 \times 28510.5 - (356.7 \times 2402.5)}{\sqrt{(30 \times 4310.91 - 356.7^2)(30 \times 195418.75 - 2402.5^2)}} \\ &= \frac{360078.96}{\sqrt{(-1252078759) \times (580484243.8)}} \\ &= \frac{360078.96}{\sqrt{-1832563003}} \end{aligned}$$

$$\begin{aligned} &= \frac{360078,96}{42808.44546} \\ &= 0.8428 \end{aligned}$$

From the simple correlation computation of X and Y, the coefficient of correlation is  $r_{xy} = 0.84$  (appendix 21). Then this value is compared to r table at significance level = 0.05 for N = 30. It is found that r table is 0.361. It means that r observation is greater than r table. The contribution of students' habit in English song (X) to listening skill (Y) is  $Y=R^2 \times 100\% = 0.8428 \times 100\% = 0.710312 \times 100\% = 71\%$ . It means that 71% variance of Y is influenced by students' X1, while the other 23% is contributed by other factors.

Based on the analysis above, it can be stated that the null hypotheses is rejected, and the alternative hypotheses is accepted. The conclusion is that there is positive and significant correlation between students' habit in English song (X) and listening skill (Y).

#### **D. The Discussion of the Research Finding**

This research is to know whether there is correlation between students' habit in English song and listening skill. Based on the description of the data, it was found that the mean score and standard deviation score in each variable. There are two variables that consist of two independent variables that is students' habit in English song and dependent variable is listening skill. A low standard deviation indicates that

the data points tend to be very close to the mean, whereas high standard deviation indicates that the data are spread out over a large range of values.

The mean score of the data description of Students' habit in English song is 39.63 and the standard deviation is 5.17. It indicates that the mean score of Students' habit in English song is high level and the standard deviation is low. While the mean score of listening skill is 88.06 and the standard deviation is 10.46. It showed that the mean score of listening skill is high and the standard deviation is low. Considering the values, it can be concluded that the students' achievements of MA Al-Islam Bunut especially at the eleventh grade students are somewhat homogeneous, because the second standard deviation values are low.

The analyzing of the data computation is to know if there is correlation between students' habit in English song and listening skill. Then to understand how high the contribution of the correlation, from the computation the result of the research showed the positive correlation. The finding of the result showed the positive students' habit in English song and listening skill. The analyze of the hypothesis result explained as follow:

The result of the first hypothesis test shows that there is a significant correlation between students' habit in English song (X) and listening skill (Y). It can be proved from the product moment correlation test result that  $r_{xy} > r_{table}$  ( $1.930 > 0.843$ ) for the level of significance 0.05. It means that English song (X) is a good predictor for the success of listening skill (Y). The researcher assumes that the students' habit in

English song is a good predictor for the success of listening skill. The analysis of the result, there is positive correlation between the students' habit in English song (X) and listening skill (Y). Therefore, the students' habit in English song is an important factor in listening skill. Each person will learn anything if they are interested in what they are learning.

Based on the discussion of the hypotheses tasting above, it can be concluded that the students' habit in English song has high contribution for listening skill of the eleventh grade students of MA AL-Islam Bunut in academic year 2016/2017. The contribution given by the students' habit in English song to the listening skill is higher. It also be concluded that English song and the students' habit in English song are good predictor for the listening skill. If their habits in listening English song were many time, it also can be predicted that their listening skill will be high level. Then, if the students have good habit in English song, it can be predicted that their listening skill will be good. Thus, the researcher assumes that listening skill will follow the increase or decrease of students' habits in listening English song.

## **CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION**

### **A. Conclusion**

Based on the study that has been conducted, the result brings to the following conclusion that there is a positive correlation between habit in listening English song and listening skill of eleventh grade students of MA Al-Islam Bunut in the academic year of 2016/ 2017. It means that the improvement of the students' habit in listening English song will likely be followed by the improvement of their listening skill. Furthermore, the students' habit in listening English song will likely contribute 71% to their listening skill while 23% of their listening skill is contributed by other factors.

### **B. Implication**

From the finding, it is found that habit in listening English song has significant correlation toward their listening skill. It proves that habit in listening English song has a significant positive correlation and contribution to listening skill. Hence, the findings are expected to be beneficial for teachers to help students become aware of those two important factors that affect their listening skill.

Another implication of this research is that in the presence of listening English song can also be used to influence the students' listening skill. In other words, we can say that English song offer a variety of benefits to improve the listening skill. It shows that the teacher should try to encourage students to make use the students' habit in listening English song to improve their listening skill. Furthermore, results also suggest that English song provide tremendous opportunities for learning, especially outside the class since they are available all the time. It means that the students can have opportunity to practice listening anytime and anywhere since they can practice it through English song almost all the time. Hence, this enjoyable experience can make learning fun even for adult learners.

In sum, based on the results obtained from the research, it is recommended that habit in listening English song should be underlined since they have great influence on listening skill. Consequently, the utilization of habit in listening English song and Listening skill appropriately will benefit students not only in participating listening exams but also in dealing with the communication in real lives confidently and wisely.

### **C. Suggestion**

From the findings, the researcher would like to propose some suggestions as follows:

#### **1. For the English Teacher**

Teaching English is not easy. So, the researcher make the students habit to the subject of lesson, the teacher should uses habits and appropriate media to teach English



because students still believe that learning English language is difficult. The habits and appropriate media are expected to motivate the students in learning English process. The result of this research show that English song teaching media is better than without English song media in teaching listening skill. They should be careful in selecting the appropriate English song to teaching listening.

2. For the students

The students should be active in the teaching and learning process and do more practices in the class or out of class. The students have to enrich the listening skill to understand what the content of the English context. The researcher recommended to uses English song as the media to students habit in listening skill.

3. For the school

The school should be supported progressing of the students achievement by give more facilities for the English teacher and the students to uses the appropriate media in teaching learning process.

#### 4. For the other Researchers

This research has found out that teaching English listening skill using English song can enrich students' listening effectively. The researcher hope the media can support the teacher in teaching learning process. There are several technology and media that effective and support the teacher to teach listening skill.



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