

**CORRELATION BETWEEN STUDENTS' INTEREST
IN LISTENING TO ENGLISH SONG AND
LISTENING COMPREHENSION AT THE
FIRST SEMESTER OF EIGHTH
GRADE OF SMP NEGERI 27
BANDAR LAMPUNG
ACADEMIC YEAR
2022/2023**

A Thesis

**Submitted In Partial Fulfillment Of The Requirements For The
Bachelor Degree**

**By:
SAHARA PUSPA AMALIA**

NPM.1711040255

Study Program: English Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
1445 H/2023M**

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ABSTRACT

CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING TO ENGLISH SONG AND LISTENING COMPREHENSION AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP NEGERI 27 BANDAR LAMPUNG ACADEMIC YEAR 2022/2023

By:

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Students Interest in learning is a stimulus that exists in each learner either arises from intrinsic and extrinsic. Then, the strategies is an important aspect in the teaching and learning process. In the process of learning, listening is one of difficult skill and crucial skill to be mastered. It is as a way to get many communication, especially for learners. Therefore, the objective of this research is to describe the students' interest in listening to English song and listening comprehension at the first semester of eighth grade of SMPN 27 Bandar Lampung in the academic year of 2022/2023.

The research methodology used in this research is descriptive qualitative method. The population of this research was the second grade of SMPN 27 Bandar Lampung. The sample was one class VIII C, that consist of 32 students. To collect the data of students' interest in listening to English song, there were 20 items of questionnaire. And listening test there were 30 question with 6 different audio. The data were analysed by using SPSS (Statistical Package for Socil Sciences) 22.0 program.

Results of this research is presented descriptively in order to reveal the students' interest in listening to English song and listening comprehension. It was found that the teachers have various strategies

to motivation students such as discussion about the meaning of a song lyric. and the students had interest learn using musik lyric. They enjoyed used by English song from this listening to English song the curiosity to learn English arises. They could get some benefits through from listen English song such as improving their motivation to learn and comprehend it.

Keyword: Students' Interest, English Song, Listening.



ABSTRAK

CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING TO ENGLISH SONG AND LISTENING COMPREHENSION AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP ACADEMIC YEAR 2022/2023

SAHARA PUSPA AMALIA

1711040255

Minat belajar merupakan stimulus yang ada dalam diri setiap peserta didik baik yang timbul dari intrinsik maupun eksterinsik. Kemudian, strategi merupakan salah satu aspek penting dalam proses belajar mengajar. Dalam proses pembelajaran, mendengarkan merupakan salah satu keterampilan yang sulit dan penting untuk dikuasai. Hal ini sebagai salah satu cara untuk mendapatkan banyak komunikasi, terutama bagi peserta didik. Oleh karena itu, tujuan dari penelitian ini adalah untuk mendeskripsikan minat siswa dalam mendengarkan lagu berbahasa Inggris dan pemahaman mendengarkan di kelas delapan semester pertama SMPN 27 Bandar Lampung pada tahun ajaran 2022/2023.

Metodologi penelitian yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Populasi penelitian ini adalah siswa kelas VIII SMPN 27 Bandar Lampung. Sampel penelitian ini adalah satu kelas VIII C yang terdiri dari 32 siswa. Untuk mengumpulkan data minatsiswa dalam mendengarkan lagu bahasa Inggris, ada 20 item kuesioner. Dan tes mendengarkan ada 30 pertanyaan dengan 6 audio yang berbeda. Data di analisis dengan menggunakan program SPSS (Statistical

Package for Socil Sciences) 22.0.

Hasil penelitian ini disajikan secara deskriptif untuk mengungkapkan minat siswa dalam mendengarkan lagu berbahasa Inggris dan pemahaman mendengarkan. Ditemukan bahwa para guru memiliki berbagai strategi untuk memotiva sisiswa seperti diskusi tentang makna dari sebuah lirik lagu. Dan para siswa memiliki ketertarikan untuk belajar dengan menggunakan lirik lagu. Mereka menikmati lagu berbahasa Inggris yang digunakan, dari mendengarkan lagu berbahasa Inggris ini muncul rasa ingin tahu untuk belajar bahasa Inggris. Mereka bisa mendapatkan beberapa manfaat dari mendengarkan lagu bahasa Inggris seperti meningkatkan motivasi mereka untuk belajar dan memahaminya.

Kata kunci: Minat Siswa, Lagu Bahasa Inggris, Mendengarkan.





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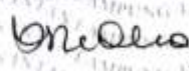
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I hereby declare this thesis :

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Declare that the thesis entitled "CORRELATION BETWEEN STUDENTS' INTEREST IN LISTENING TO ENGLISH SONG AND LISTENING COMPREHENSION AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP NEGERI 27 BANDAR LAMPUNG IN ACADEMIC YEAR 2022/2023" is truly the work of the compiler and not a duplication or dependence on the work of others except for parts that have been referred to in footnotes or bibliography.

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Bandar Lampung, July 20 2023



Sahara PuspaAmalia
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Dedication

Alhamdulillah with gratitude to Allah SWT who has given Her grace and guidance. And not also forgetting the great Prophet Muhammad SAW, the author proudly presents this thesis to my beloved parents, Muhammad Ansory S.E and Margiwati S. Pd who have provided full support both from deeds and words that have been patient, sincere, sincere in providing motivation always to continue to be enthusiastic about becoming someone better and praying for my success in completing this thesis, my beloved sister and my little sister and brother, MutiaAiniLutfia, Muhammad Zidane Pahlepi, and my two sisters Annisa Maulidia and NurlailaSeptiorini. I thank you for the support and prayers that always accompany every step of my efforts and always provide advice and motivation to the author: my beloved alma mater, RadenIntan Lampung State Islamic University.



MOTTO

Education is the most powerful weapon you can use to change
the world.

(Nelson Mandela)

*“God has perfect timing. Never early, never late. It takes a little
patience and it takes a lot of faith,
but it’s a worth the wait.”*



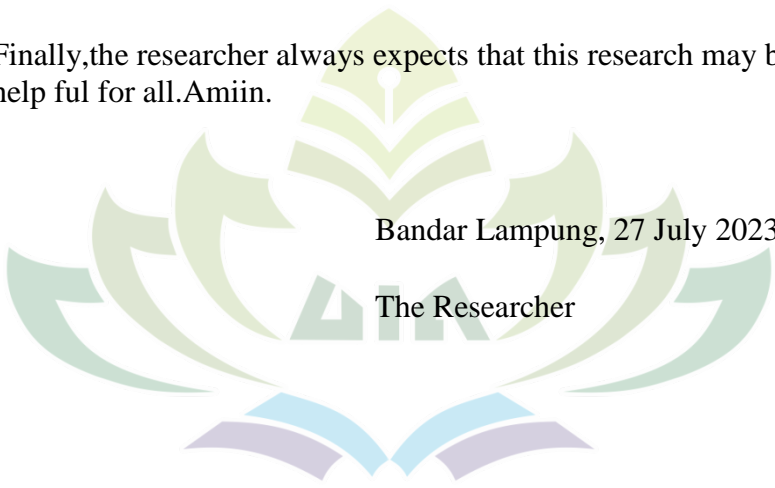
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Alhamdulillahirobbil'alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the last messenger and the most beloved Prophet of Allah. However, this success would not be achieved with out love, support, guidance, advice, help and encouragement from individuals an dinstitutions. Therefore, the writer would like to express the deepest graduate to:

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Finally,the researcher always expects that this research may be help ful for all.Amiin.



Bandar Lampung, 27 July 2023

The Researcher

Sahara PuspaAmalia

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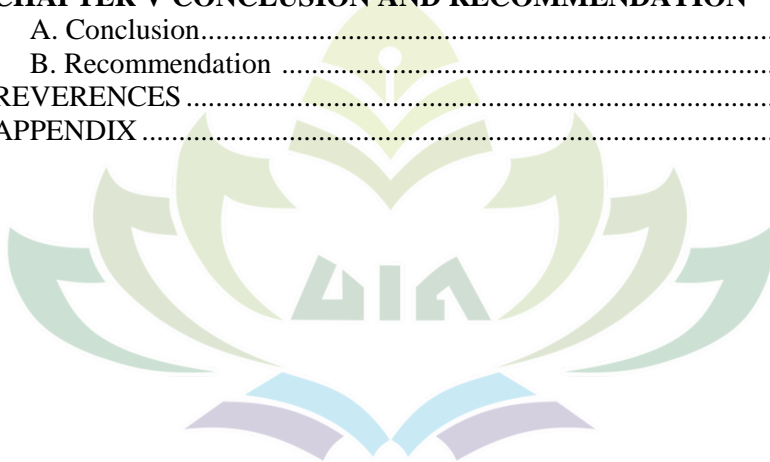
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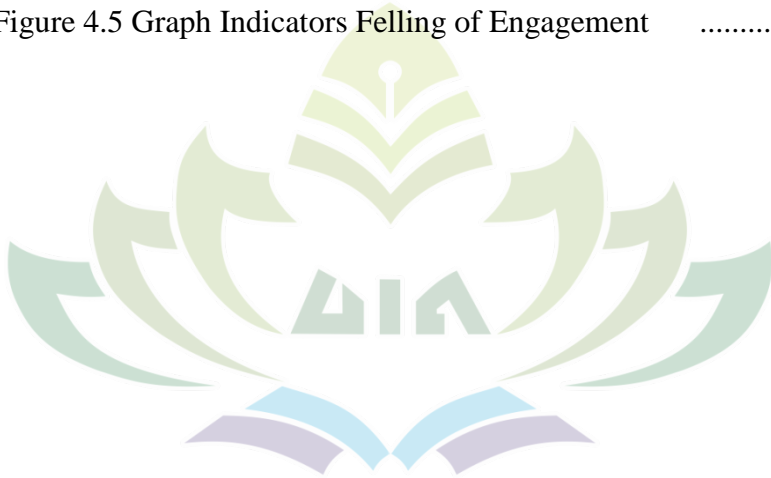


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CHAPTER I

INTRODUCTION

A. Background of Problem

The listening process is obtain from the teacher a CD, or other leaners. Listening not only hears but also the process of interpreting the message of what people say. Listening to spoken English can guide the students to imitate the teacher's pronunciation or imitate recorded voice from CD (or multimedia) and it makes them imitate pronunciation like an original speaker. Listening activities are also require in the academic context where the students have to deal with Listening comprehension in the class. Morris says that students in Listening comprehension in which students use their imagination and build pictures of who and what they are listen to in their head¹.

Murphey also says that many English teacher have long recognized that song and music work well in language classes. After students listen to the audio from CD or multimedia they had a new word maybe they do not know before, how to pronounce the word and remind it. These show listening means the first level a process of communication to get information from the audio. It means that listening is a process to understand. If the students knowledge learns English is poor it will impact their achievement².

especially in learning listening process. On the other hand, many students have difficulties in the process of learning English and low motivation in listening. Other factors from their friends in the class, low interest in learning English. The factor causing students listening comprehension are category in to different sources including problems

¹ Morris, N. P. (2010). *Podcasts and Mobile Assessment Enhance Student Learning Experience and Academic Performanc.*

² Murphey, T. (1990). *Song and Music in Language Learning*. New York: Bern, Frankfurt, and Mainz.

related to listening text, listening problem related to task and activities. listeners' problems related to the listener and teacher methodology³. On the other hand the factor learning listening low is when students don't know what the speaker said and the audio played fast. So students feel confused when they learn to listen. And then low students learning out comes indicate that learner have not mastered the material well.

From statements, it can be concluded that there are many factors students difficulties in Listening comprehension process and, the researcher wants to give another way to students to get easier comprehend it.

In this research, the researcher focus her interest on Listening English song. The researcher thinks that listening to English song is new way to find out how interest students understand listening. Listening has an important role in daily life communication for human. In the communication process, there are speaker and listener that have the prominent role giving exchange about information to each other. Understand the audio and understand how to pronounce it.

That is why listening is a basic matter in learning English as a foreign language. One part of language processing broadly held as supporting and upgrading comprehension is that mental schemata. For example is listening like reading is an active process that entails construction of meaning beyond simple decoding Yıldırım & Yıldırım said having a decent listening comprehension expertise has dependably been the major worry of EFL students, as well as their educators who aim to teach English in the real setting particularly for communicative purposes⁴. And then listening is first how to communication which each other. Moreover, listening is one of the four language macro-skills (the other are reading, speaking and

³Hamouda, A.(2003). *An Investigation Of Listening Comprehension Problems Encountered By Saudi Students in The EFL Listening Classroom*. HR Mars: international journal of academic research in progressive and development.

⁴Yıldırım, S., & Yıldırım, (2016). *The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review*. Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16(4),

writing). But it is momentous to comprehend that in factual life there is no such thing as just "listening". There are a lot of factors that influence students' interest in listening to English song, as a good interactive to learn English subject by song.

The interest in listening class is very important to increase English learning. Song as a combination of music and lyrics that possesses many intrinsic benefits, for example expressiveness, reading ability and kaleidoscope of culture, which is an invaluable source for language teaching⁵.

For some students who feel sluggish in educational activities, it can be caused by one of the factors that are low interest. They look bored while studying, make noise, disturb their friends, make a joke about their teacher performs, daydream, and go to toilet many times, and leave the subject. On the other hand, we seldom hear that the success or failure of teaching is possible by the students' interest. Students' interest in motivation is to support students find the meaning and value in their courses (Harackiewicz & Hulleman)⁶. It follows that students' need to be motivated to make that effort. There are several ways to motivate the students' is teacher should instrument will be interesting to students and then delivery of material must be more interesting with sentences that are easily understood by students. Motivation is a positive impulse to give strength students hold about objects, events, or subject-matter domains.

Not all students can do the assignments to do the task well. And then try to make tasks and fun activities for your students by referring to the intrinsic value of the task. Person have motivation by enjoyment of the learning process or desire to make themselves feel better. On the other hand, extrinsic motivational so influences students in learning.

According to Tambunan there are types of motivation first is intrinsic motivation and motivation Extrinsic is a type of motivation

⁵Shen, Ch. (2009). Using English songs: *An Enjoyable and Effective Approach to ELT*. *English Language Teaching*, 2(1), 88-94.

⁶Harackiewicz JM, Hulleman CS. The importance of interest: the role of achievement goals and task values in promoting.

based on its source. As for intrinsic motivation and extrinsic motivation are:

- a. Intrinsic motivation is the motivation that arises from a person. This motivation usually arises because of a person's hopes, goals and desire for something so that he / she has the spirit to achieve it.
- b. Extrinsic motivation is something that is supposed to be obtained from outside a person. This motivation is usually in the form of the value of a material, for example, a reward in the form of money or other incentives obtained for an effort that has been made⁷.

Teachers who teach English in the classroom should care about their students. Because those arrive in the classroom with certain concepts about themselves. The teachers should realize that the same learning task may be perceived by each learner. The student's interest in learning English affects their marks for English. In pandemic situation is also the teacher have more attractive teaching for example learning English with music lyrics. From music we could assumed that students who have low interest in learn using by audio will show the effort to learn English more than the students who have low interest tend to be more attentive in learning English.

In other words, the more they learn and the more effective they follow the lesson, the better English they will acquire. Music activities help the learners to relax and worthwhile in learning a second language. Horn say Several teaching methods are used to teach ESL learners.⁸ and music is the most important method to enhance the learning of ESL. Learning using music is one of the ways how to learn

⁷Tambunan, S.M., & Retraningsih. (2015, Juni). *Kelekatandan Intimasipada Dewasa Awal. Jurnal Psikologi*.

⁸ Horn, C.A. 2007. *English second language learners: Using music to enhance the listening abilities of grade ones. (Thesis)*. The University of South Africa.

listening to it might teaching with this should be easier for the students to catch the material from music lyrics.

Bowman views online learning through the more specific lens of music learning by examining the foundations, frameworks, and practices⁹. And then based on King et al also say that there are aspect of the research from a teaching behaviors perspective was not necessarily the case of championing one approach above the other but exploring the differences and what lessons could be learned¹⁰.

Online learning listening with listen to the music display other ways to understand and learn to listen using the music lyric especially English song.

Table 1
The Data of Students Listening Score At Eighth Grade of SMPN 27
Bandar Lampung

KKM	The Number Of Students	Percentace
≤72	143	56.74%
≥72	109	43.26%
Total	252	100%

Souce: documentation from Englishteacher of SMP N 27 Bandar lampungacademic year 2022/2023

Based on the table above, it can be seen that more than 56 % Listening score of students was under the passing grade for English subject in SMPN 27 Bandar Lampung. There are 109 students from 252 students who passed the creteria of minimum mastery (KKM). It shows that in listening comprehension of students in SMPN 27

⁹Bowman, J. (2014), *Online Learning in Music*, New York: OUP

¹⁰King, A., Prior, H.P. and Waddington Jones, C. (2019), 'Exploring teachers' and pupils' behaviour in online and face-to-face lessons', *Music, Education, Research*, 29:2, pp.197-201.

Bandar Lampung in 2022 / 2023 academic year is still low.

In fact, teaching students to listen is not easy thing. Based on preliminary there were some problems faced by students in interest in doing learning listening, for example, many students had problem in comprehending the audio especially occurred in class VIII of SMP N 27 Bandar Lampung. Many students did not pass minimum standard mastery (KKM) in listening test especially listen unfamiliar words. On the other hand, we have seldom heard that the success or failure of teaching is possible by the students' interest. Silvia adds that there are some indicators that show learners' interest in learning, such as interest in reading books, attention in learning, learners' activity in learning, and knowledge. These indicators will use in identifying the learning interests of the students under research. Interest and motivation, hence, are two of the many factors that influence learning outcomes. The higher interest and motivation of students, the higher learning outcomes will be. Conversely, the lower the interest and motivation, the lower the learning outcomes¹¹.

The previous studies related to this research are from Rahmawati Fitriani with her research entitled "Interest And Motivation In Learning English The Fourth Grade Students In Elementary School In Samarinda". This research focus on identifying interest and motivating students in learning English, in this research are observation, questionnaire, and interview. The result from rahmawati fitriani's research students' interest and motivation in learning English is very high¹².

An other relevant research was conducted by Rezky Jaihan with his research entitled "using top down and bottom up processing as a strategy to enhance students' listening ability". This research focus on identifying listening ability in learning English by using top down and

¹¹ Silvia, P.J. (2008). *Interest—The curious emotion. Current Directions in Psychological Science*. 17(1), 5760.

¹² Racmawati Fitriani. 2018. *Minat dan motivasi dalam belajar bahasa Inggris siswa kelas IV Samarinda*. P.9.

bottom up. The students is still lack of the vocabularies and not familiar with the words so they can not find the meaning of a word from the context that they have heard. In this research are pre - test. The result from rezky jaihan research that it is effective to use top down and bottom up processing as strategy to enhance students' listening ability.¹³

Based on result of the interviewed and test in preliminary research that conducted by researcher, the researcher assumed that students interest in listening to English song at least has an important part in listening comprehension. In this paper, the writer would correlate the students' listening comprehension and their interest in listening to English songs. Listening is a complex, active process, or understanding in which listeners match what they hear what they already know.

B. Identification of The Problem

1. the activities in the classroom boring and monotonous
2. The students' hard to understand in listening
3. The teacher lack of using various techniques in teaching listening class

C. Limitation of The Study

The limitation of the study is the research wants to analyze whether there is a significant correlation between students' interest in listening to English song and their listening comprehension in learning English.

¹³ Rezky Jaihan. 2019. Using top down and bottom up processing as a strategy to enhance students' listening ability. p.90

D. Formulation of The Problem

Based on the background above, it is necessary to do an evaluation concerning students in junior high school VIII grade. the general question of this study is "is there any correlation between students' interest in listening to English song and their listening comprehension in learning English ?

E. The Objective Of The Study

According to the statement of formulation of the problem stated above the general objective of the study is to describe whether there is any correlation between students' interest in listening to English song and their listening comprehension in learning English. By researching the correlation between students' interest in English song and listening comprehension, the researcher hopes that the result of the research will be use ful and give some contributions.

F. Significance of the study

The practical as significance that researcher expected from this research are asfollowed:

- a.** For students will motivate them practice more than they did before and encourage them to learn English by improving their interest in listening comprehension especially in music lyrics.
- b.** For teacher the finding of this study is expected to be able to improve their responsibilities in teaching their students.
- c.** For other researcher hopefully can be useful as the souce of their reference andit is also usefull to inform the readers about the correlation between students interest in listening to English song and listening comprehension at eighth grade of SMPN 27 Bandar Lampung in academic year of 2022 / 2023.

G. Scope of the Research

The scope of the research is as follows:

1. The Subject of the Research

The subject of the research is the students of the VIII grade of SMPN 27 Bandar Lampung.

2. The Object of the Research

The object of the research students' interest in English songs and listening comprehension.

3. Place of the Research

This research takes place at SMPN 27 Bandar Lampung.

4. Time of the Research

The research is conduct in the second semester of VIII grade in the academic year of 2022 / 2023.



CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the theory of the study which comprises interest; the definition, its aspects, English song and listening comprehension, definitions.

A. The Concept of Listening

Listening is fundamentally about being in relationship to another and through this relationship supporting change or transformation. By listening to others, the listener is called on to respond. Gilakjani in Purdy states that listening is an active process of receiving, constructing meaning from, and responding to spoken and / or nonverbal messages¹⁴. It involves the ability to retain information, as well as to react empathically and appreciatively to spoken or non verbal messages.

Listening is probably the least explicit of the four language skills, making it the most difficult skill to learn. If our students produce something, the teaching will be more communicative. They bring us to the most integrating of language skills. The listening comprehension process provides beneficial intuitions in teaching listening.

Learners may find out the listening comprehension skills is difficult to learn so this can also provide teachers with opportunities to change their listening exercises to more effective ones. For example, if students can hear the English song they might enjoy the material from the teacher. Ferriset al. Express that listening is the most frequently used skill in language classrooms¹⁵. Therefore, it is obvious that listening is very important for the lives of students since it is used

¹⁴P. Gilakjani & N.B. Sabouri. 2016. Learners' Listening Comprehension Difficulties in English Language.

¹⁵Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 113-155.

as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes.

B. Kinds of Listening

Listening is divided into several kinds, there are informative listening, relationship listening, appreciative listening, critical listening, they are :

1) Informative Listening

Informative listening is a name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful in so far as the meaning they assign to messages is as close as possible to that which the sender intended.

2) Relationship Listening

The purpose of relationship listening is either to help an individual or to improve the relationship between people.

3) Appreciative Listening

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film.

4) Critical Listening

The ability to listen critically is essential in a democracy. On the job, in the community, at service clubs, in places of worship, in the family there is practically no place you can go where critical listening is unimportant. Politicians, the media, sales men, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it.

C. Listening Comprehension

Listening is the first language skill that an individual acquires in someone's life and the one that most use for the rest of the life. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken and some times unspoken messages. According to Howatt and Dakinin Saricoban, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously.¹⁶

Considering the fact that students should listen the explanation of the teacher in order to understand the lectured topic, it is possible to say that there is a close relationship between academic success and listening skill. Rost and Hamouda in Gilakjani and Sabouri define listening comprehension as an interactive process in which listeners are involved in constructing meaning.

Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues¹⁷. Nadig in Gilakjani and Sabouri states listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences¹⁸. According to Brown and Yule and Hamoudain Gilakjani

¹⁶Saricoban, Arif. 2012. The Teaching Listening. TESL Journal. No. 12. Turkey : Hacere University. Accessed on March, 14 2017.

¹⁷Rost, M. (2002). Teaching and Researching Listening. London : Longman.

¹⁸Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning : A Literature Review. English Language Teaching, 9(6), 123-133.

and Sabouri, listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.¹⁹

From the explanation above, the researcher can conclude that listening comprehension refers to the understanding of what the listener has heard and it is listener ability to repeat the text, in fact the listener may repeat the sounds without real comprehension.

D. Basic Types of Listening:

As with all effective tests, designing appropriate assessment tasks in listening begins with the specification of objectives, of criteria. Those objectives may be classified in terms of several types of listening performance. Think about what you do when you listen. Literally in nano seconds, the following processes flash through your brain:

1. You recognize speech sound and hold a temporary "imprint" of them in short – term memory.
2. You simultaneously determine the type of speech even (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who the speaker is, location purpose) and the content of the message.
3. You use (bottom-up) linguistic decoding skill and / or (top – down) background schemata to bring a plausible interpretation to the message, and assign a literal and intended meaning to the utterance.
4. In most cases (except for repetition tasks, which involve short-term memory only), you delete the exact linguistics form in which the message was originally received in favor of conceptually retaining important or relevant information in long

¹⁹Hamouda, A. (2013).An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. International Journal of Academic Research in Progressive Education and Development.2(2), 113-155.

- term memory. Each of these stages represents a potential assessment objective:

- 1) Comprehending of surface structure elements such as phonemes, words, intonation, or grammatical category.
- 2) Understanding of pragmatic context.
- 3) Determining meaning of auditory input.
- 4) Developing the gist, a global or comprehensive understanding.

From these stages we can derive four commonly identified types of listening performance, each of which comprises a category within which to consider assessment tasks and procedures.

1. Intensive

Listening for perception of the components (phonemes, words, intonation, discourse marker, etc) of a larger stretch of language.

2. Responsive

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

3. 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 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.

4. Extensive

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.²⁰

E. Interest

1. The Definition of Interest

Interest refers to individual tendency to deal with something in their environment. If it gives something good to them, possible, they will interest to it. Interest arises when they find out something they will learn gives them meaningful impact as their requirement. It means that students who have certain requirements, needs or desires toward something will have high interest and more enthusiastic to achieve what they want to do as Sardiman says "interest is a condition that occurred when someone sees the characteristic of situation that is correlated with she / he own need and desire.

When it happened, he or she, it will be easier to learn something. Thus, students' interest in and excitement about what they're learning is one of the most important factors in education²¹." Slamet adds "Interest is presenting to pay attention to enjoy some activity and content. It means that interest is

²⁰Nurjanah, Ira Miranti, Nina Dwiastuty. 2018. The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill DEIKSIS Vol.10 No.01.43-48

²¹Sardiman, A.M. 2003. *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada).

²²Slameto. (2010). *Belajaran faktor-faktor yang mempengaruhi*. Jakarta: rhineka citra.

atendency to pay attention and feel enjoy to something and get satisfaction from that”²².

According to the definition above, the researcher concludes that interest is a feeling like an attention to somebody, something or activity, that makes the people give full attention. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest rises when student got a stimulus from the outside and feel a pleasure through something. This feeling arises from the environment or from the object of interest. Therefore, teacher should be able to provide stimulus to the students so their interest arise in participating teaching learning process. Students' interest is a crucial factor to reach the aim of learning. In addition, students' interests can also support and influence the learning process in schools.

Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure through something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher wants to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interest arises in participating in the learning process. And then interest in learning is a crucial factor in the success of student learning. In addition, learning interests can also support and influence the learning process in schools.

2. The Aspect of Interest

According (G.I.Schukin, N.G. Morozov) said that special studies on the problem of the formation of cognitive interest show that interest in all its forms and at all stages of development is characterized by at least three mandatory points:

²²Slameto.(2010).*Belajaran faktor-faktor yang mempengaruhi*. Jakarta: rhine kacitra.

- 1) A positive emotion in relation to activity.
- 2) The presence of the cognitive side of this emotion.
- 3) The presence of a direct motive coming from the activity itself.²³

The main source of interesting educational activity is primarily on its content. To have a particularly strong stimulating effect, a content must meet a number of requirements formulated in the principles. From the statement, teachers should select special examples, facts, illustrations, which are currently particularly interest of public, and are published in print, broad casted on television, radio, or YouTube. Hence, students are much brighter and deeper awareness of the importance and significance to the question studied.

There are some factors that influence the interest. Then the writer includes them to the questionnaire, such as:

1. Experiencing Pleasure

Pleasure is more than just a sensory event, but can be understood as a complex and multifaceted experience involving memory, motivation and, sometimes negative affect. Experiencing pleasure is to be present with and consciously taking in what we are experiencing²⁴. When a student feels happy or takes pleasure in a subject, they are more likely to continue studying it. Examples include enjoying lessons, not feeling bored, and being present during class.

2. Student Interest

Student interest refers to the impulse that drives one to feel interested in people, objects, activities, or experiences that are intrinsically rewarding. Interest supports the person to

²³Salikhova M.N., Schneider N.V. (2012). *Application of interactive forms of learning in a modern university, Agricultural education and science*, No.1, pp.12-15.

²⁴ Young Kristin. 2018. *The Importance of Pleasure*. San Francisco. (1).

appreciate and enjoy an object. Interest is an impulse that arises during growth and development to do something according to their wants and need in a certain way. Examples of this include actively participating in discussions, asking questions, and answering questions from the teacher.

3. Attention

Attention is the ability to focus one mind on observing and understanding a certain object or task while setting aside all other distractions. Examples of this include showing enthusiasm in attending lessons and not procrastinating on assignments from the teacher.

4. Engagement

Engagement is the level of one's interest in an object or task that motivates them to pursue it with enthusiasm. Student engagement in terms of behavioral engagement can be seen first effort, perseverance, search for instrumental assistance, second cognitive engagement, namely the use of strategies, metacognition, and motivational involvement, namely, interest, value, influence. Examples of this include actively listening to the teacher's explanations and taking notes on the material.²⁵

3. The Concept of Students Interest in English Song

There are several reasons the songs might be helpful in learning and teaching listening. Firstly, the song is a part of music that creates a relaxing and enjoyable atmosphere in the classroom. Secondly, English songs are connecting with native speakers, since they are sung by the natives. Furthermore, songs are also included in audience material. Thirdly, songs are easy to get. We find them many where and anytime. We can download them on the internet or just send them via sharing through our mobile phone. According to Kumar et al. Believe

²⁵Sumadi Suryabrata, Psikologi Pendidikan, Edisi Revisi, (Jakarta: CV. Rajawali, 2004), h. 14.

that many students listen to music while studying in new era.

Music influences the level of concentration with various applications in the every day practicality of learning²⁷

When doing self - study, selecting appropriate music will help improve the performance. And then the music effects should be understood in terms of cognitive processes such as anxiety, anticipation, and attention, rather than primarily based on the stimulation or reduction of physiologically effective responses to musical stimulus.

There are several type individual that affect these cognitive processes, i.e.the desire to do the job, the familiarity with the task (Carol and Larry cited in Smith & Morris) and There are various types of music, like jazz, contemporary, pop and instrumental²⁸.

F. Type of music

1. The Definition of Jazz Music

Jazz music had of ten resisted the adoption of technology due to the perceived benefits of face – to – face teaching²⁹. Generally, jazz music is a song in a very individual way, never playing the exact same composition in the same way twice. Depending on the creativity of the performer and personal experience, interactions with fellow musicians or even members of the audience, a jazz musician or performer can change the melody and the harmony.

²⁷Rehman, A., Haider, K (2013). *The impact of motivation on learning of secondary school students in Karachi: an analytical study*. Educational Research International. Vol. 2, No. 2. Retrieved on January, 2014

²⁸Smith, C. A., & Morris, L. W. (1977). *Differential effects of stimulative and sedative music on anxiety, concentration, and performance*. Psychological Reports, 41(3pt.2), 1047– 1053.

²⁹ Kumar, N., Wajidi, M. A. (2016). *The effect of listening to music on concentration and academic performance of the student: Cross - sectional study on medical undergraduate students*.

2. The Definition Of Contemporary Music

Contemporary music is music that does not use original musical instruments, but the resulting music is quite good. Such as using original music instruments such as playing music with objects around or by clapping. Contemporary music often produces this kind of emotional response, and at the time, has a reputation of being challenging or difficult to new audiences in part for the complex emotions it evokes and novelty of its ideas, techniques, and materials

However, Gross and Pitts say that listeners who actively engage with this music report that it is an enjoyable, stimulating, and educational experience that enriches them emotionally and intellectually.³⁰

3. The Definition of Instrumental Music

a musical instrument is a piece of music without lyrics consisting only of the notes of the song. Music instrument can also be used as a tool in classroom learning. The purpose of using musical instruments is so that students can relax during the learning process. And then Bobbi De Porter said that students can enjoy it more and can stimulate concentration during learning.³¹

4. The Definition of Pop Music

Whether we realize it or not, whether we like it or not, pop music has experienced extraordinary developments. This development does not seem linear with its siblings, which are still running in place and also still seem "classic". From those kind of music first students spend a lot of their free time listening to pop music, students listen to pop music a lot through the media.

³⁰Gross, J. and Pitts, S.E. (2016). "Audiences for the contemporary arts: exploring varieties of participation across art forms in Birmingham, UK", *Participations*. Vol.13 No.1, pp.4-23

³¹Brewster Scott. 2009. Lyric "the new critical idiom". P.10(2)

Listening to music tends to be taken over by electronic media, which children use for hour severly day³¹. As Frans Birrerin Studying Popular mussic by Ricard Middlet on says, the definition of pop music is a type of music which diseminated by mass media and / or in a mass market.³²

There are ways how people interested in listening to music:

a. Lyric

A song has constituent element that cannot be separated from one another. These elements include others: song lyrics, accompanying music, expressions when singing, voice intonation, and also the loudness of the sound. There several definition of lyric first Lyric is expression in which there are various emotions. Another definition of lyric is an emphasis on its inter subjective character trough its relationship to music and public appearances. There kind of gendre music first is romatic lyric and the second is dramatic lyric.³³

b. Music Graphic Videos

When someone interest to listen the music they are certain watching the video clips from there people get intrinsic to listen again and again and comprehend the music. Music and song lyrics not only about love carried by song writer to be liked by his / her hearing. However, music accompaniment that supports the content of the lyrics and the appropriate singing expression preferrend need of society.

The singer's style as we know thatthe appearance of amusician affectswhetheror not a music connoisseur is interested in music. From the unique appearance and the use of unusual clothing, but attracting many musicians, it can make the song popular for a long time and also make the

³²Ricard Middleton.1990.studyingpopulermusic.4

³³Brewster Scott.2009.Lyric“the new critical idiom”.P.10(2)

music that is sung known to many people of all ages. It is possible that the music is always remembered because it is associated with feelings.

G. Correlation Between Listening Comprehension and Their Interest in Listening to English Song

Buck states that listening comprehension is an active process of constructing meaning and this is done by applying knowledge to the incoming sound. In learning and teaching English, there are four skills of language, listening, speaking, reading, writing³⁴. But it is momentous to comprehend that in factual life there is no such thing as just “listening” all of the skills can not be learn separately.

Listening skill is considered as the basic skill that needs to be improved since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is different from hearing. Hearing is a physical ability while Listening is a skill. Listening to various genres helps students learn how to pronounce a word, to get information, and the language that they can³⁵.

Bilokcuoglu believes that listening is a functioning, specific, and interpretive process controlled by an audience through sound-related hints so what the speaker is attempting to express is recuperated. In Listening to a foreign language, the students have been on an experience of thinking that their language is spoken abnormally fast. They may be able to identify a single word or a phrase, but by the time they have the impression of having blanked out³⁶.

Sometimes they missed the words. So, when people listen to something they must concentrate on what the speaker says. Besides

³⁴Bilokcuoglu, H. (2014). *A schematic approach to teaching listening comprehension*. *ELU Journal of Sciences*.1(6),76-87.

³⁵ *ibid*, P.31-34

³⁶Gary Buck, *Assessing Listening*, (New York : Cambridge University Press, 2000).p.3.

that, listening enriches students' interest because by listening they can get new words and spelling. There are several reasons that listening to music especially English songs might be helpful in learning and teaching in the classroom. Firstly, the song is a part of the music which creates relaxing and enjoyable. Secondly, English songs are associated with native speakers, since they are sung by the native, thirdly songs are easy to get. We find them anywhere and anytime. From the description above, it can be said that the more vocabulary people have, the better they master the language.



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