The Correlation Between Listening Habit to English Song and Vocabulary Mastery of Third Grade Students of SMPN 06 Kota Bengkulu

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Abstract

This research aimed at finding out the correlation between students' listening habit to English song and their vocabulary mastery. This research applied a correlational study and used a quantitative design. The subjects were 60 students of Third Grade Students of SMPN 06 Kota Bengkulu. This research collected data from two instruments: (1) questionnaire was used to get data about students' listening habit to English song and (2) VLT test was used to get data about students' vocabulary mastery. The result of the calculation was using Pearson Product moment formula process by SPSS IBM Statistic Version 20 Program, which showed the score of rxy bigger than the score of r table (0,835 > 0,254). It means that Ha was accepted and H0 was rejected. In conclusions, there is a positive and significant correlation between listening habit to English song and vocabulary mastery of third-grade students of SMPN 06 Kota Bengkulu.

Keywords: Correlational Research, Listening Habit, Vocabulary Mastery

Introduction

Thornbury (2002) states that "If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words". Moreover, Rivers in Sarining (2017) stated that "It would be

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impossible to learn a language without vocabulary. Learning a language means learning its vocabulary. It means that vocabulary is the most important things in the language. A language will be meaningful because of its use of vocabulary" Based on the statement above, learning vocabulary is one of the important things in language learning, especially English. We can say that vocabulary is one of the language components that must be learned first by the students when they want to learn English. We cannot speak, write, and understand what we read and listen without vocabulary. Mastering vocabulary is a basic matter in learning a foreign language. So we can say that without appropriate vocabulary, we cannot communicate effectively or express an idea. Mastering English vocabulary means to know the meaning and understand a word when we communicate. So students who have limited vocabulary will cause difficulties in learning the English language. The students still find difficulties in enriching the vocabulary and also memorizing the words.

Furthermore, based on the researcher's observation while conducting an internship in SMPN 06 KOTA BENGKULU, the researcher found out that the English teacher in this school especially Excellent class's English teacher, Harniwati S.Pd, the teacher has already implemented music or English song in her teaching methods. Moreover, the way teacher uses English song is by listening to an English song to the students before the class start while the teacher preparing the media and material for the class, it usually takes for 10 minutes or less, containing 2 / 3 songs. The teacher uses this same method in every meeting even the topic is not related to listening skill, and the purpose of this method is to make the students familiar with the English vocabulary and make the students form the habit of listening to English songs.

Further, the reason why the teacher use this method is due to the previous research conducted by the students of the English department of IAIN Bengkulu, Puspita (2018), that investigated the effect of listening habit to the English songs toward students listening skill, and the result of the research was the hypothesis accepted, the score of students listening skill was improved. Compared to the result in Meutia (2014) There is a positive correlation between habit in listening English songs toward vocabulary mastery and listening skill. Meanwhile, the teacher in SMPN 06 measure the effect and correlation of habit in listening to English song and listening skill and not yet

figured out the correlation between habit in listening to English song toward vocabulary mastery.

The researcher assumes that by listening to western music, we will get new ideas and also develop our vocabulary. As stated by Murphey cited in Millington (2011) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. Moreover, Milillington (2011) points out that songs can provide an opportunity for vocabulary practice. Cebula (2008) also states that the students who participate in learning through songs can express themselves easily and pick up a lot of new words. If the students listen to western music in their daily life, it will be their habitual.

Hornby (1987) Habit is usual behavior. It means that behavior will be a habit. In other words, if we listen to western music in our free time every day, it will be a habit. By having habitual in listening to western music, students will be able to improve their vocabulary because when we listen to something new, automatically our brains will save that information. When we cannot understand the meaning of the words in the song, we will have a reason to search the meaning of the unfamiliar words, that's' why listening habit can develop vocabulary. So the researcher formulated two hypotheses to describe researcher assumptions as follows : (Ha) There is a positive correlatio0n between listening habit to English song and vocabulary mastery and (H0) there is no positive correlation between listening habit to English song and vocabulary mastery. Also, the researcher has formulated research objective to prove the hypotheses that were; "To find out whether or not there is a positive correlation between students' listening Habit to English song and their vocabulary mastery."

Research Methodology

This research was aimed to find out the correlation between habit in listening to English song and their vocabulary mastery. That was why, in this research, the researcher used the correlational method. According to Fraenkel and Wallen (2008), correlational research was a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there were no variable manipulations.

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This research used two variables. The variables were the habit of listening to English song and their vocabulary mastery. Variable X (Independent) was the students' habit of listening to English song, and variable Y (Dependent) was the students' vocabulary mastery. The subject of this research was the excellent class of third grade students of SMPN 06 Kota Bengkulu, consisted of 2 (two) classes A & B, the researcher chose excellent class as the consideration due to the special treatment given by the English teacher,that was listening to English song in every meeting before the class started. The total number of subjects was 60 students.

Then, the researcher find out students listening habit and vocabulary mastery by using 2 instruments those were listening habit questionnaire (Verplanken and Orbel, 2003) and vocabulary learning test (Meara, 1992). Then the result was analyzed by using Person Product Formula process by SPSS IBM Statistic Version 20. After that, Cohen Manion and Morrison (2007) interpreted and described the result.

Result and Discussion
Result

In this section, the researcher presents the result of the research. The following table described the result of the calculation in the form of category, frequency, and percentage:

Table 4.1
Description of Whole Respondent's Respond toward Listening Habit to English Song Questionnaire

NO	Category	Frequency	Percentage	Listening Habit Score
1	Very Low	0	0.00%	0.00
2	Low	14	23.3%	2.33
3	Moderate	36	60.0%	2.94
4	High	10	16.7%	3.53
5	Very High	0	0.00%	0.00
SUM		60	100%	8.80
MEAN				2.93

Based on above, most of the students that were 60.0% + 16.7% = 76.7% of the total subjects was in 'Moderate' Categories and above, as the table showed that the mean score of students listening habit to English song was 2.93 was in interval of 'Moderate' categories. (Referred to Djarwanto and Subagyo, 1996)

Table 4.2
Description of Whole Respondent's Respond toward Vocabulary Learning Test (VLT)

No	Category	Frequency	Percentage	Vocabulary Mastery Average Score
1	Poor	0	0.0%	0
2	Beginner	9	15.0%	11
3	Middle	49	81.7%	22
4	Intermediate	2	3.3%	30
SUM		60	100%	63
MEAN				21.0

Based on table 4.2 it showed that, most of the students or 81.7% + 3.3% = 85.0% of the total subjects, were in 'Middle' level and above, also as can be seen on the table the mean of the total score of students vocabulary mastery indicate that most of the students classified as 'Middle' level (referred to Depdiknas, 2004) .

Moreover, to identify whether students listening habit to English song has any correlation with students' vocabulary mastery or not, the researcher applied Pearson-Product Moment Correlation Coefficient. Here is the result of the correlation between both variables :

Table 4.3
Correlation Between Listening Habit to English Song and Vocabulary Mastery

		Listening Habit	Vocabulary Mastery
Listening Habit	Pearson Correlation	1	.83**
	Sig. (2-tailed)		.00
	N	60	60
Vocabulary Mastery	Pearson Correlation	.83**	1
	Sig. (2-tailed)	.00	
	N	60	60

The result showed that rxy was 0.838, it was higher than r table. It means that there was no mistake in the calculation process, and there was a correlation between students' mastery of listening habit to English song toward their vocabulary mastery. Also, the degree of freedom (Df) is 60-2 = 58. Then, in table significant of 0.05, it was obtained 0.2542.

Next, to find out the significance of the correlation can be seen in the table below:

Table 4.4
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Listening Habit to English Song & Vocabulary Mastery	60	.83	.00

Table 4.5

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Listening Habit to English Song & Vocabulary Mastery	2.277	3.523	.455	2.1807	2.362	4.995	59	.00

Paired Samples Test

Based on the result above on table 4.4 paired sample correlation showed the value of correlation was 0.838 and significant was 0.000, it means the correlation between 2 variables was high, and there was a significant between two variable.

Then, to find out the level of significance, the researcher referred to the basic decision that was, if t value > t table in the significant of 5% and degree of freedom (Df) = 60-1 = 59 means that t table was 2.001. It showed on table 4.5; the t value was 4.995, and t table was 2.001.

Therefore, based on the score of rxy =0.838, it indicates that rxy was higher than r table, in which 0.838 > 0.254 and the score of t value= 4.995 were compared by t table of 5%= 2.001, means that t value was higher than t table, 4.995 > 2.001. As a result, the correlation between the students' listening habit to English song and their vocabulary mastery was positive or significant. So the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted.

Discussion

In this part, the researcher would like to describe and discuss the findings of the research based on the result of the listening habit questionnaire, vocabulary test, and also the correlation between each variable.

First was the result of a listening habit questionnaire. Based on the result, the researcher found that there were 14 students (23%) who classified as Low category, it means that they have a weak habit toward listening habit to an English song. Next, there were 36 students (60%) who classified as a moderate category; it means that listening to English song has already been their habit, but the habit was not strong. Last, there were 10 students (16%) who classified as a high category; it means that they were often listening to English song not only in school but also in the other places, also means

that the strength of their listening habit was high. In short, the researcher concluded that there were 66.7% of students who already made listening to English song as their habit. The result of the questionnaire was in accordance with the previous research. Sarining (2017) concluded that in this era of technology where we can access music wherever and whenever we want even we did hear music unconsciously, and because of that most of the high school students already get used to listening to English song and then that formed a habitual formation as a listening habit.

Also, the result of listening habit questionnaire supported the theory by Richard (2010) who stated that habit was a pattern of behavior that was regular and which has become almost automatic as a result of repetition. As the questionnaire by Verplanken and Orbel (2003) used in this research was also establish a habit in term of frequency, repetition, and automaticity.

Second the result of vocabulary mastery. Refer to the research result, and the researcher found that there were 9 students (15%) who classified in the beginner level, it means that they have poor vocabulary compared to the standard of students vocabulary level in Indonesia. Also, refer to Depdiknas (2004), their vocabulary was in the range of 500 – 1.400. Next, there were 49 students (82%) who classified in the middle level. It means that the result was in accordance to the standard of vocabulary level of Indonesian students by Depdiknas (2004) who state that if the students vocabulary range was between 1.500 – 2.900 words, means that their English skill was in late junior high school to senior high school education, while all the subjects of this research was in third grade junior high school.

Then, there were 2 students (3%) who classified as intermediate level; it means that they have rich vocabulary one level above the average junior high school students that were in the middle level. If we referred to the standard, it means that the range of words they have was more than 3.000 words, therefore based on Depdiknas (2004) if the students have more than 3.000 words it means their knowledge about vocabulary was similar to late senior high school students or higher education. In short, most of the students can be grouped as students with rich vocabulary on junior high school, proved by the score they got in VLT test. Their score on the test was quite good for their grade,

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which was more than 80% of the subjects was in middle level and above. Such their habit caused a result of listening to an English song.

Also, the result of VLT test was supporting the previous study conducted by Meutia (2014) who said that if the students have a good habit in listening to English song, then the level of their vocabulary mastery will improve and also it will enrich their vocabulary. Besides, this result was relevant to the result of the questionnaire, which showed that most respondents were in Moderate category in the strength of listening habit. Additionally, the researcher found out the result of VLT test was also supporting the theory by Murphey (1992) who stated that learning English by listening to music and English song was highly remembered and motivating, so it will be easier for students to enrich vocabulary.

And last based on the result of the correlation coefficient between listening habit to English song and Vocabulary mastery showed the correlation value was, rxy = 0.838 and T-value = 4.995. So, based on the result, the correlation between the students' listening habit to English song and their vocabulary mastery was positive and significant. Then, this result proved the assumptions stated by the researcher in the previous paragraph about the reason why most of the students have good vocabulary was that they have a good habit of listening to an English song.

Besides, based on Cohen, Manion, and Morisson (2007) the result of correlation coefficient also indicated there was a strong correlation between students listening habit to English song and their vocabulary mastery. It was proved by the value of the correlation coefficient in this study was, rxy : 0.838 was in the interval 0.65 – 0.85, which belong to 'Strong' in this case. This result means that the habit of listening to English song can improve students vocabulary mastery. Concerning the result of this research, it showed that the Null Hypothesis (H0) was rejected, and Alternative Hypothesis (H1) was accepted which means that there was a positive correlation between students listening habit to English song and their vocabulary mastery.

Moreover, the result of this research was in line with three previous studies used by the researcher in this research. First, the result was in accordance to Meutia (2014), who found there was a positive correlation between habit in listening to English song and vocabulary mastery which means habit in listening to English song can increase

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students vocabulary mastery. Second Zulianti (2009), who found out if the students make listening to English song as their habit, then it will influence their English skill and knowledge, especially in enriching vocabulary. And third by Jiati (2013), who found out the implication of English song in the process of teaching and learning English will help students to relax and make them easier to receive the material given by the teacher ended with expanding their English knowledge especially their vocabulary mastery.

Compared to the result of those three previous studies, the result of this research also indicated that most of the students classified as Moderate to High category that was good in listening habit as well as most of the students classified as Middle to Intermediate level that was good in vocabulary mastery. And the calculation of correlation coefficient indicated that there was a 'Strong' correlation between both variables X and Y. In conclusion, the correlation between listening habit to English song and vocabulary mastery was; if students make listening habit to their habit, then it will positively increase their vocabulary.

Conclusion and Suggestion
Conclusion

Based on the research finding, it was concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. The result of this research confirmed to other correlation in previous research. It showed that listening habit to English song correlates with students English skills and knowledge, especially in vocabulary mastery. If the students have a good level of listening habit to English song, then it can help the students to get a better result in vocabulary mastery. Based on the result of this study, the value of the correlation between both variables was 0.833, which means there was a strong correlation between listening habit and vocabulary mastery. Then it can be concluded that if the students have a high listening habit to English song, they will also have a high level in vocabulary mastery. It was caused by the English teacher of SMPN 06 Kota Bengkulu who implemented English song in teaching English; it also caused by the entertaining aspect of the song which made the students relax and enjoy, as the result the vocabulary was become easier to be caught and remembered.

Suggestion

After the researcher concludes the research, he is going to present the suggestion to the teacher, students, and the other researcher as follows:

For English Teachers

Based on the fact that the students' listening habit to English song has a high correlation toward their vocabulary mastery, so for the other English teacher should consider using English song as media in teaching English. It will be much better if the teacher adds more chance for students listening to an English song, for example in extracurricular, e.g., English club, to increase their vocabulary mastery.

For Students

By knowing that the students' listening habit to English song has a contribution for vocabulary mastery development, the researcher suggests them to try and start listening to English song frequently and also put more attention on it to increase their vocabulary mastery. The students also should put more attention to their habit, whether it will cause good or harm for them in the future.

For Other Researcher

In this research, the researcher realizes the limitations of this research, found out by the researcher while conducting this research, these were the comparison between students listening habit to English song and their vocabulary mastery both A and B class as well as for gender male and female. So the researcher suggests the other researcher to start to conduct another research related to those limitations mentioned by the researcher.

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