

THE CORRELATION BETWEEN STUDENTS' HABIT OF LISTENING TO ENGLISH SONGS AND VOCABULARY MASTERY IN VOCABULARY CLASS AT WIJAYA KUSUMA SURABAYA UNIVERSITY

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ABSTRACT

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Abstract: The vocabulary is a crucial component of language learning. One strategy for learning vocabulary from oral sources is to listen to songs. Several studies in the field of education prove that listening to songs can increase vocabulary mastery. This study investigated the correlation between students' listening to English songs and their vocabulary mastery in the Vocabulary Class at Wijaya Kusuma Surabaya University in the academic year 2022-2023. The correlation research method used in this study is quantitative. This study is *ex post facto* as well. Data were obtained through a questionnaire on students' listening habits to English songs and their vocabulary course scores; the sample number was 44 students. The data were analyzed by Pearson Correlation Product Moment and the results show the value with Sig. (2-tailed) for 5% significance is $0.260 < 0.297$, then H_0 is accepted and H_a is rejected. The hypothesis that states there is a significant correlation between the habit of listening to English songs and vocabulary mastery is unacceptable. The habit of listening to English songs contributes to determining vocabulary mastery by 6,7% and 93,3% determined by other factors out of this study.

Keyword:

English Education,
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ARTICLE INFORMATION

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A. BACKGROUND OF THE STUDY

Language acquisition goes beyond merely possessing reading, speaking, listening, and writing abilities. It also requires mastery of adequate vocabulary. The basis of English learning is vocabulary because without the right vocabulary, students cannot communicate with others or express their ideas (Clouston, 2013).

Vocabulary mastery is based on acquiring one's vocabulary. Without mastery of vocabulary, it will be difficult for students to follow the lecture process. The difficulty by students in learning speaking and listening due to lack of confidence to pronounce and not memorize English vocabulary (Ayu and Viora, 2018).

There are two methods for acquiring vocabulary. (a) intentional vocabulary learning, and (b)

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incidental vocabulary acquisition. Where intentional vocabulary learning involves a clear goal to learn vocabulary items such as someone reading a book in the target language and looking for new words to improve vocabulary. In contrast, incidental learning occurs when someone does something such as reading a book, watching television, hearing the teacher talk, and listening to songs then they got new vocabulary unconsciously (Loewen in Maneshi, 2017).

Listening plays an important role in the language acquisition process and has a great impact on language teaching practice. It involves understanding the accent or pronunciation of the speaker, his grammar, vocabulary and measuring his meaning (Brown in Listiyaningsih, 2017).

Listening to songs can help students improve their vocabulary mastery. The application of song media in classroom learning can increase the achievement of competence in aspects of the use of punctuation, grammar, and vocabulary (Rifai, 2021).

Some of the previous studies focused on the application of songs as a media to improve English skills. This study focuses on revealing facts of correlation between habit of listening to songs and vocabulary mastery as the researcher observed in the Vocabulary class in English Education Departement at Wijaya Kusuma Surabaya University in 2022-2023 academic year. There are some students who often play English songs in class. They mentioning words more quickly than those who never listen to song in class.

This study aims to find whether there is a significant correlation between the students' habit of listening to English songs and vocabulary mastery in in vocabulary class of Wijaya Kusuma Surabaya University in the 2022-2023 academic year and also find how the habit of listening to English songs affects vocabulary mastery.

B. RESEARCH METHOD

Design of this study are Correlation research and also ex-post facto with the independent variable (X) is the habit of listening to songs and the dependent variable (Y) is the students' grade points for Vocabulary course. This study used 44 english education students in vocabulary class of Wijaya Kusuma Surabaya University in the 2022-2023 academic year as the sample with simple random sampling technique.

The procedure of this reasearch used Quantitative research procedures are as follows (Alsa in Neliwati, 2018):

- 1) Identifying Research Problems
- 2) Reviewing the Literatures
- 3) Setting Research Objectives
- 4) Collecting Data
- 5) Analyzing and Interpreting Data
- 6) Reporting and Evaluating Research

The data were collected with non-test techniques. The instruments used in this study were 20 items of questionnaire about students' listening habits. The scores for each item on the *Likert* scale are as follows:

Answer	Positive Statement Score	Negative Stratement Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Researcher also used documentation of students' grade points for vocabulary subjects.

The data were analysed using Pearson Product Moment Correlation used the help of SPSS version 25 for Windows with the guidelines for providing an interpretation of the correlation coefficient are as follows:

Coefficient Intervals	Correlation Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

C. RESEARCH FINDINGS AND DISCUSSION

1. Habits of listening to English songs

The scores were gotten:

Responden	Scores (X)	Responden	Scores (X)
Student 1	80	Student 23	50
Student 2	66	Student 24	74
Student 3	65	Student 25	63
Student 4	77	Student 26	65
Student 5	64	Student 27	45
Student 6	61	Student 28	71
Student 7	60	Student 29	55
Student 8	59	Student 30	41
Student 9	59	Student 31	60
Student 10	63	Student 32	59
Student 11	66	Student 33	69
Student 12	74	Student 34	62
Student 13	73	Student 35	56
Student 14	67	Student 36	72
Student 15	71	Student 37	60
Student 16	52	Student 38	74
Student 17	68	Student 39	58
Student 18	69	Student 40	66
Student 19	66	Student 41	70
Student 20	59	Student 42	66
Student 21	58	Student 43	72
Student 22	61	Student 44	62

Frequency distribution of students' habits listening to English songs;

Interval	Frequency	Percentage
76 – 82	2	5%

69 – 75	11	25%
62 – 68	14	31%
55 – 61	13	29%
48 – 54	2	5%
41 – 47	2	5%
Total	44	100%

The tendencies of students' habits listening to English songs are medium was 31 students (70%). It can be seen in the following table:

Interval	Category	Frequency	Percentage
$X > 72$	High	8	19%
$56 \geq X \leq 72$	Medium	31	70%
$X < 56$	Low	5	11%
Total		44	100%

2. Vocabulary mastery

The scores were gotten:

Responden	Scores (X)	Responden	Scores (X)
Student 1	6	Student 23	8
Student 2	8	Student 24	8
Student 3	8	Student 25	8
Student 4	8	Student 26	8
Student 5	8	Student 27	6
Student 6	8	Student 28	8
Student 7	8	Student 29	8
Student 8	8	Student 30	7
Student 9	7	Student 31	8
Student 10	8	Student 32	8
Student 11	8	Student 33	8
Student 12	8	Student 34	8
Student 13	8	Student 35	8

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Student 14	8	Student 36	8
Student 15	8	Student 37	8
Student 16	8	Student 38	8
Student 17	8	Student 39	8
Student 18	8	Student 40	8
Student 19	8	Student 41	8
Student 20	8	Student 42	7
Student 21	7	Student 43	8
Student 22	8	Student 44	8

The frequency distribution of the students vocabulary scores:

Score	Frequency	Percentage
8	38	86%
7	4	9%
6	2	5%
Total	44	100%

The students' vocabulary scores tend to be in the high category was 38 students (86%). It can be seen in the following table:

Interval	Category	Frequency	Percentage
$X > 7,5$	High	38	86%
$6,5 \geq X \leq 7,5$	Medium	4	9%
$X < 6,5$	Low	2	5%
Total		44	100%

3. Correlation between the habit of listening to English songs with vocabulary mastery

The result of the r count calculated using the product moment correlation formula with a significance level of 5% was $0.260 < r$ table was 0.297. The correlation between study habit variables and learning outcomes was low at 6.7% while 93.3% was determined by other factors.

Correlations

Variable_	Variable_Y
X	

Variable_X	Pearson	1	.260
	Correlation		
	Sig. (2-tailed)		.088
	N	44	44
Variable_Y	Pearson	.260	1
	Correlation		
	Sig. (2-tailed)	.088	
	N	44	44

According to the outcomes of the previous test, the known correlation value was $0.260 < 0.297$, hence H_0 was accepted and H_a was rejected. It was incorrect to propose that vocabulary mastery and the habit of listening to English songs are significantly correlated. According to the coefficient of determination computation, a value of 6.7% was found for the coefficient. This showed that whereas 93,3% of vocabulary knowledge was determined by other factors and 6,7% of it was influenced by the habit of listening to English songs

4. Discussion

This study found that there was low correlation between the habit of listening to English songs and vocabulary mastery. The habit of listening to English songs had a contribution of 6.7% to vocabulary mastery.

This was compatible with the study by Vienna Nur Fitria Fayakuntari (2015), states that there was no positive relationship between the habit of listening to German songs and vocabulary mastery. As shown by the outcomes of the came negative correlation coefficient, which is $= -0.17$. Similar studies also conducted by Intan Setia (2022), her study's found that there was no correlation between the habit of listening to English songs and vocabulary mastery with findings revealed an estimated r value of -0.058 r table < 0.329 .

Yanxue Feng's study (2020) proved that viewing contributes more to incidental vocabulary learning than listening. Greater vocabulary mastery was acquired when written and aural input were combined than when aural input was used alone.

Listening to songs could still expose us to a wide range of vocabulary, phrases, and expressions that we may not encounter in everyday conversation or formal education. Brown in Yanxue Feng (2020) states that the combined method of reading and listening contributes to the acquisition of vocabulary

knowledge that was much greater than just listening. When listening to songs, individuals often try to figure out the lyrics. One might discover the meaning of a word after thoroughly understanding how it was pronounced in the song. The definition of the word would help individuals learn new words. (Listiyarningsih, 2017). Factors such as personal interest and active engagement with lyrics could influence the extent to which songs affect an individual's vocabulary. The other factors that affect a person's language mastery are background knowledge or discipline, age, level of education, and references.

D. CONCLUSION AND SUGGESTION

This study found out there is no significant correlation between student's habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University. The correlation between habit of listening to English songs outcomes was 6.7% while 93.3% was determined by other factors outside the study such as background knowledge, age, level of education, and references. It can be said that the habit of listening to English songs had a little influence on vocabulary mastery.

For this reason, it is expected that there will be similar further research and it is recommended for further researchers to be more thorough and there needs to be more understanding to conduct a study using the results of this research as a reference.

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