

# THE CORRELATION BETWEEN STUDENTS' LISTENING TO ENGLISH SONGS HABIT AND THEIR VOCABULARY SIZE AT THE ELEVENTH GRADE OF SMKN 03 KOTABUMI ACADEMIC YEAR 2021/2022

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**Abstract:** *Vocabulary is important for learning a language. To enrich vocabulary, one way is listening to English songs as a habit. This research aimed to find out the correlation between students' listening to English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi. The research instrument used to collect the data were multiple choices test to measure the students' vocabulary size that consists of 46 items of test with five options (a, b, c, d and e) in each item, and questionnaire to measure the students' listening to English songs habit that consists of 36 items. The result of this research showed that  $H_a$  is accepted with the result of hypothesis test  $r_{observed}$  is higher than  $r_{table}$  which is  $0,402 \geq 0,334$ . Furthermore, the result of  $t$  test was  $t_{observed}$  is higher than  $t_{table}$  which is  $2,520 \geq 1,692$ , it means that there is significant correlation between students' listening to English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi academic year 2021/2022.*

**Key Words:** *Listening to English Songs Habit, Vocabulary Size, Correlation*

**Abstrak:** Kosakata merupakan hal penting dalam pembelajaran bahasa. Untuk memperkaya kosakata, salah satu caranya adalah dengan mendengarkan lagu berbahasa Inggris sebagai kebiasaan. Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan mendengarkan lagu berbahasa Inggris siswa dengan ukuran kosakata mereka di kelas sebelas di SMKN 03 Kotabumi. Instrumen penelitian yang digunakan untuk mengumpulkan data berupa tes pilihan ganda untuk mengukur kemampuan kosakata yang terdiri dari 46 soal dengan lima opsi (a, b, c, d, dan e) di setiap soal, dan kuesioner untuk mengukur kebiasaan mendengarkan lagu bahasa Inggris Siswa yang terdiri dari 36 item. Hasil penelitian ini menunjukkan bahwa  $H_a$  diterima dengan hasil uji hipotesis  $r_{hitung}$  lebih besar dari  $r_{tabel}$  yaitu  $0,402 \geq 0,334$ . Selanjutnya, hasil dari uji  $t$  adalah  $t_{hitung}$  lebih besar dari  $t_{tabel}$  yaitu  $2,520 \geq 1,692$ , artinya ada hubungan yang signifikan antara kebiasaan mendengarkan lagu berbahasa Inggris siswa dengan ukuran kosakata tahun ajaran 2021/2022.

**Kata Kunci:** Kebiasaan mendengarkan lagu bahasa Inggris, Kemampuan Kosakata, Korelasi

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## **I. INTRODUCTION**

Vocabulary is collection of words native to a person's language that are used in the building of sentences. Vocabulary is made up of smaller meaning units that are put together in more sophisticated structures like phrases, paragraphs, and even complete texts. Richard and Renandy (as cited in Setiani, 2018, p. 34) explain that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. The vocabulary refers to the words that an individual or other entity understands or that are part of a certain language. A person's vocabulary is defined as the collection of all the words that he or she understands or is likely to employ to construct new sentences. Learning new words is an essential component of learning a language. When someone wants to master a language, they learn from how a toddler who is just learning to speak. They started the process by expanding their vocabulary they listen

each day. Gradually, the collection of vocabulary makes them to master a language better.

The Language skills cannot be separated by vocabulary. The supporting factors for students in mastering the four language skills, besides grammar and pronunciation is vocabulary size. Nation (as Citen in Sudarman, 2018, p. 2) states that emphasizes the importance of language learners to have sufficient vocabulary size in order to perform a second or foreign language. Restricted vocabulary make students may find it more difficult to communicate. Students who have restricted vocabulary will find it more challenging to learn English. According to Thornbury (2002, p. 13) without grammar very little can be delivered, without vocabulary nothing can be delivered. The wealth of a person's vocabulary is generally considered to be a picture of intelligence or level of education. Hence many standardized exams, such as the scholastic aptitude test

(SAT), provide testing of vocabulary questions.

Vocabulary has several advantages in listening. The vocabulary that has been understood can help students when listening to something easily, and they get the meaning of what is heard. Students can grasp the main idea conveyed by the speaker. Besides that, students can also understand the context of the discussion. With vocabulary, the listening process will be fun because students have understood every word used.

Listening is the ability to correctly receive and interpret a messages in the process of communication. According to Underwood (as cited in Lestari and Seriadi, 2019, p. 34) listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard. Listening habit is listening something that we do often or regularly. Saputra (as cited in Wati, 2019, p. 4) states that listening habit is a pattern of conduct that enables one to detect and

grasp what others are saying. Interest in English songs can lead students to listen English songs more often, and More repetition in an activity might form a habit. When listening to English songs might be a useful tool. In other words, this habit really supporting to learn vocabulary.

Students will get new vocabulary contained in a lyrics and will be motivated in learning vocabulary and it is easier to remember the vocabulary. Usually the students tend to listen their favorite song over and over again, so whether they realize it or not they will be able to memorize the lyrics of the song they hear. Additionally, songs related activities offer several advantages. There are several ways to include them into a lesson, and they may be used at any stage during the learning process.

However, the researcher conducted an interview with English teacher in SMKN 03 Kotabumi on Tuesday, February 16<sup>th</sup> 2021. Based on the interview it was found that students'

vocabulary size is low. Students still understand English words that are spoken daily, but students do not understand when they study or read paragraphs of material given by the teacher. The cause of students' low vocabulary size is they have difficulty memorizing vocabulary. Students are not interested in English learning. They thought that English was difficult so they did not enjoy English class. In addition, some students was not satisfied with their English ability because they had difficulties in listening. They look confused when the teacher was explaining the lesson. Some students are lazy to open dictionary to look for words they do not know.

The teacher in the classroom provides reading text to teach vocabulary. Then, the students were asked by the teacher to translate and memorize vocabulary and the meaning. The difficulty of teachers teaching in the classroom is from the students themselves. Students have less curiosity,

lazy to open dictionary, and do not have motivation, it will make students difficult to understand the material.

The researcher also conducted interview with several students of eleventh grade in SMKN 03 Kotabumi about their listening to English songs habit. Some students answered that they like to listen to English songs, especially the ones they often hear on social media. Most students answer that they do not understand the meaning of the song, so they rarely listen to English songs. They never translate the meaning of the lyrics of the songs they hear. But there are some students who like to translate the words they do not know. They know that listening to English songs have many benefits, that is increasing vocabulary. In addition, some students like to listening English songs while doing activities or doing assignments and make them happy and excited. The researcher found students can get new vocabulary from listening English songs.

Therefore, from the explanation, the researcher would like to find out the extent of “The Correlation Between Students’ Listening to English Songs Habit and Their Vocabulary Size at the Eleventh Grade of SMKN 03 Kotabumi Academic Year 2021/2022”.

## II. RESEARCH METHOD

In this research, researchers used quantitative descriptive research. Tanzeh (2011, p. 10) states that quantitative research aims to test theory, construct facts, indicate correlation between variables, provide statistical descriptions, estimate and predict the results. The population of this research is the eleventh grade at SMKN 03 Kotabumi which consists of 252 students. Arikunto (as cited in Wamnebo, 2018, p. 5) a population is number of individual or thing that will make an object of research. While the sample in this research were 35 students. In this research, the researcher used a questionnaire and a test to collect

the essential data for the research as the techniques.

**TABLE 1**  
**INSTRUMENT SPECIFICATION OF**  
**VOCABULARY SIZE**

Aspect of Vocabulary	Indicators	Items Number	Total
Word Formation	Identifying word families in the sentences.	13, 15, 18, 26, 29, 39, 47	7
Word Meaning	Identifying words that have more than one meaning or same and opposite meaning.	1, 2, 4, 5, 8, 10, 16, 17, 19, 20, 21, 23, 24, 25, 27, 30, 31, 32, 34, 35, 36, 37, 41, 42, 43, 44, 48, 50	28
Word Use	Identifying the right word in a given context.	3, 6, 7, 9, 11, 12, 14, 22, 28, 33, 38, 40, 45, 46, 49	15
<b>Total</b>			<b>50</b>

(Webb and Nation, 2013, p. 3)

The researcher used multiple choices to measure the students’ vocabulary size in this research. The test consists of 50 items of test

with five options (a, b, c, d and e) in each item, and the students are required to select the correct answer by crossing one of five options given. The researcher gave a score of 1 for each item if the students answer correctly, and give a score of 0 if the students answer incorrectly.

**TABLE 2**  
**INSTRUMENT SPESIFICATION OF**  
**LISTENING TO ENGLISH SONGS HABIT**

Aspect	Indicators	Items Number		Total Item
		Positi ve	Negativ e	
Repetitive Action	How often do students repeat listening to English Songs	1, 4, 5, 6, 7, 17, 22, 23, 41, 42	2, 8, 43, 44, 45, 46	16
Attention	How are students interested in listening to English songs	18, 19, 24, 25, 29, 30, 34, 37, 39, 50	15, 16, 28, 31, 32, 33, 35, 36, 38	19

Getting the Meaning	Students curious about the words that are heard to find out the overall meaning of the song.	3, 9, 10, 12, 13, 20, 21, 26, 27, 40, 49	11, 14, 47, 48	15
<b>Total</b>				<b>50</b>

Source: Murphey (as cited in Upa, et. al, 2021, p. 111-112)

The questionnaire of listening habit to English songs consists of 50 items. In this research, the researcher will use likert scale to get the easier data with a score of 5= Strongly Agree, score 4= Agree, score 3= Neutral, score 2= Disagree, score 1= Strongly Disagree, which is the statements consist about listening habit to English songs.

### **III. RESULT AND DISCUSSION**

#### **Result**

The research conducted after the try out was done. It was done in order to find the valid and reliable instrument to be

used in the research. The tryout was done on Thursday, March 16<sup>th</sup> 2022. There were 35 students at the Eleventh grade of SMKN 01 Kotabumi. In try out, students did a test and answered questionnaire given. The test was vocabulary size test and the questionnaire was the one used to know students' listening to English songs habit.

Then, the research was conducted on Friday, March 25<sup>th</sup> 2022. The samples in this research were 35 students of 252 from the seven classes of the population because the researcher used 15% of population randomly. After the validity and reliability of the two tests were found, the researcher gave the test to the sample of the research to find out the correlation between students' listening to English songs habit and their vocabulary size at the Eleventh grade of SMKN 03 Kotabumi in the academic year 2021/2022.

In this research, in order to find the validity of instrument to measure

vocabulary size, the researcher used construct validity. The test was designed based on the concept and definition of the variable then validated by the expert judgement. There were two experts who had validated the instrument of vocabulary size. They are Mrs. Rulik Setiani, S.S., M.Pd., and Mrs. Dewi Sri Kuning, S.Pd., M.Pd. Researcher showed the instrument to the experts, and the experts gave comment of the instruments. In the last, if the instrument was assumed to be valid, the experts approved the instrument to be used in the research. Their validation was proved by giving comments and signatures in the paper of expert's judgement.

The validity of vocabulary size was tested by using Point Biserial Correlation Formula. The instrument was said valid if  $r_{\text{count}}$  is higher than  $r_{\text{table}}$ . The analysis resulted 46 valid items out of 50 items which was tested. Below is the summary of validity test of vocabulary size.

**TABLE 3**  
**THE SUMMARY OF VALIDITY TEST**  
**OF VOCABULARY SIZE**

Observation	Frequency
Valid	46
Invalid	4
Total	50

Based on the table, it can be seen there were 36 items valid namely question number 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, and 50. Meanwhile, there were 14 items invalid, namely items number 1, 2, 23, and 24.

The reliability test of vocabulary size tested by using Kuder Richardson (KR 20). The procedure were the researcher gave students vocabulary size test with google form, through the link provided by the researcher before. The reliability gotten from the calculation was 0,971, it means that the result of measurement is reliable.

The validity of questionnaire was tested by using pearson product moment

formula. The instrument was said valid if  $r_{\text{count}}$  is higher than  $r_{\text{table}}$ . The analysis resulted 36 valid items out of 50 items which was tested. Below is the summary of validity test of questionnaire instruments.

**TABLE 4**  
**THE SUMMARY OF VALIDITY TEST**  
**OF QUESTIONNAIRE**

Observation	Frequency
Valid	36
Invalid	14
Total	50

Based on the table, it can be seen there were 36 items valid namely question number 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15, 17, 19, 20, 21, 22, 24, 26, 27, 28, 29, 30, 31, 32, 34, 37, 39, 40, 41, 42, 43, 44, 45, 48, 49, and 50. Meanwhile, there were 14 items invalid, namely items number 4, 6, 8, 14, 16, 18, 23, 25, 33, 35, 36, 38, 46, and 47.

The reliability test of listening to English songs habit tested by using Alpha Cronbach Formula. The criteria for the questionnaire to be said reliable was if  $r_{\text{count}}$  is higher than  $r_{\text{table}}$ . In addition, the



summary of reliability test is presented in the following table.

	Songs Habit			
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**TABLE 5  
THE SUMMARY OF RELIABILITY OF  
QUESTIONNAIRE**

Observation	Result
$r_{\text{count}}$	0,929
Significance Level	0,05
$r_{\text{table}}$	0,334
Description	The instrument is reliable

The first stage that was done by researcher is normality test. This was used to measure the distribution of the data. It was needed because statistic parametric used in hypothesis required the data that had normal distribution.

The summary is presented in the table below:

**TABLE 6  
THE SUMMARY OF NORMALITY  
TEST**

No	Variables	$L_o \text{ max}$	$L_{\text{table}}$	Description
1	Students' Vocabulary Size	0,1436	0,1498	Normally Distributed
2	Students' Listening to English	0,1207	0,1498	Normally Distributed

Following on the table, it can be seen that the data for variable students' vocabulary size was found  $L_{\text{observed}}=0,1436$ . The value of  $L_{\text{table}}=0,1498$ . Furthermore, the result normality test for variable students' listening to English songs habit was found that  $L_{\text{observed}}=0,1207$  and  $L_{\text{table}}=0,1498$ .

In Liliefors's test, the data can be said to have normal distribution if  $L_{\text{observed}}$  is lower than  $L_{\text{table}}$ . Then, from the table above, it could be seen that  $L_{\text{observed}}$  from students' vocabulary size is lower than  $L_{\text{table}}$  and  $L_{\text{observed}}$  from students' listening to English songs habit variable is lower than  $L_{\text{table}}$ .

Homogeneity test was done by taking the data from the samples, which was same or variant of sample which was taken from the same population. In homogeneity test, the researcher has calculated the homogeneity test which done using *Bartlett* test. It aims to know

whether the sample is taken to have the same variant (homogeneous). Based on the result of homogeneity test, it was found that  $X^2_{\text{observed}} = 0,18$  with  $X^2_{\text{table}} = 19,7$ . The calculation inferred that  $H_a$  is accepted; therefore, it can be said that the data from two variables are homogeneous.

The hypothesis test was done after the data was found to be in normal distribution and homogeneous. This research hypothesis was tested by using Pearson's Product Moment Formula. The following is the summary of hypothesis test.

**TABLE 7  
THE SUMMARY OF HYPOTHESIS  
TEST**

Observed	Result
$r_{\text{observed}}$	0,402
$r_{\text{table}}$	0,334
Conclusion	$H_0$ was rejected, $H_a$ was accepted

Based on the calculation by using Person's Product Moment Formula, it was found that the correlation between two variables (X) and (Y) or  $r_{xy}$  or  $r_{\text{observed}} = 0,402$  and  $r_{\text{table}} (35)(0,05) = 0,334$  with  $n = 35$ .

Therefore, because of  $r_{\text{observed}}$  is greater than  $r_{\text{table}}$  or  $0,402 > 0,334$ , it means that  $H_0$  was rejected, and  $H_a$  was accepted. It means that there is correlation between students' listening to English songs habit and their vocabulary size.

After the correlation was calculated by using Pearson's Product Moment Formula, the researcher used t-test to know the significance of the correlation. The following is the summary of significant test.

**TABLE 8  
THE SUMMARY OF SIGNIFICANT  
TEST**

Observed	Description
$t_{\text{observed}}$	2,520
$t_{\text{table}}$	1,692
Conclusion	$H_0$ was rejected, $H_a$ was accepted

From the result above it is found the  $t_{\text{observed}}$  was 2,520 and  $t_{\text{table}}$  1,692, with  $n=35$  by using significant level 0,05 is 1,692. As the result, so  $H_0$  rejected, and  $H_a$  was accepted, which means that the correlation was significant. This showed that there is significant correlation

between students' listening to English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi in Academic Year 2021/2022.

## **Discussion**

The research was conducted in SMKN 03 Kotabumi on March 25<sup>th</sup> 2022. The purpose of the data analysis in this research is to find out whether or not there is significant correlation between students' listening to English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi in academic year 2021/2022. From the data analysis, it is found that listening to English songs habit has significant correlation with vocabulary size, and it is categorized into high correlation. It can be concluded that listening to English songs habit is one important factors in determining students' vocabulary size.

Hornby (as cited in Almutairi, 2016, p. 137) states that a song as a short poem that is set with music and intended to be sung. When listening English songs

become a habit of the students, they will feel familiar of the new vocabulary and slowly they will understand the meaning of words even utterances that they heard. Aebersold and Field (as cited in Atmaja, et.al, 2017, p. 233) state that knowing vocabulary is important for getting meaning from a text. Anderson and Freebody (as cited in Naqeeb, 2021, p. 72) state that vocabulary size as the number of words for which the person knows at least some of the significant aspects of meaning. It means that vocabulary size has contribution in learning language, especially listening, because knowledge of words will help students to recognize words and assign meaning to it.

In addition, this research result is also in line with the research conducted previously by Khairani (2020) in her thesis entitle "The Correlation between Listening Habit to English Songs and Vocabulary Mastery to Writing Skills at the Eleventh Grade Students of SMA Islam Sudirman Ambarawa in the

Academic Year of 2019/2020". The result is there is positive correlation between listening habit to English songs and vocabulary mastery. The result, the  $r$ -obtained is 0.66, and after being calculated to the  $F$ -value, the obtained is higher than  $F$ -table,  $F_0 (20,6) > F_t(3.33)$ . thus, it can be concluded that vocabulary mastery has correlation with listening to English songs habit.

In relevant, the result of this research about "Correlational Study Between Students' Habit of Listening correlation between students' listening to English songs habit and their vocabulary size. Students' vocabulary size in SMKN 03 Kotabumi is in the form of multiple choice test. The fact that listening to English songs habit correleted with vocabulary size can be explained logically as follows. When the students have the habit of listening to English songs, they will get new vocabulary from the lyrics of the songs they hear and interpret them, so

English Songs and Their Vocabulary Mastery". It can be shown that  $r_o = 0,710$  and  $r_{table} = 0,361$  with a standard of significant 5%. The value of correlation product moment is higher than  $r_{table}$  ( $0,710 > 0,361$ ). It means that there is correlation between students' habit of listening Songs and vocabulary mastery.

The result of this research is relevant with the previous related research above, for the previous research was conducted to know the significant

that it is easier for them to learn English in the classroom.

Listening to English songs habit can be one important for students to improve their vocabulary size. The collection of vocabulary makes them to master a language better. The Language skills cannot be separated by vocabulary. Vocabulary size is supporting factors for students in mastering the four language skills, besides grammar and pronunciation.

#### IV. CONCLUSION

After conducting the research at the eleventh grade of SMKN 03 Kotabumi and analyzing the data, the following conclusions are drawn:

There was correlation between students' listening to English songs habit and their vocabulary size. It can be seen based on Pearson Product Moment Correlation Coefficient,  $r_{\text{observed}} = 0,402$  and  $r_{\text{table}} = 0,334$  with a standard of significant 5%. The value of correlation product moment is higher than  $r_{\text{table}}$  ( $0,402 > 0,334$ ). So,  $H_a$  is accepted, and  $H_o$  is rejected. It means that there is positive correlation between students' listening to

English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi in the academic year 2021/2022 and the correlation category is enough.

The students' listening to English songs habit had a significant correlation to vocabulary size, it can be seen the  $t_{\text{observed}}$  is 2,520. It can be confirmed to the  $t$  distribution table that the value on  $n=35$  and the real level  $\alpha = 0,05$  is 1,692. Because the  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ , so there is significant correlation between students' listening to English songs habit and their vocabulary size at the eleventh grade of SMKN 03 Kotabumi in the academic year 2021/2022.

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