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**THE CORRELATION BETWEEN STUDENTS' HABIT IN
LISTENING TO ENGLISH SONG AND THEIR LISTENING
COMPREHENSION AT VOCATIONAL SENIOR
HIGH SCHOOL TELKOM PEKANBARU**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1443 H/2022 M**

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UIN SUSKA RIAU

BY

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Thesis

Submitted as partial fulfillment of the Requirements
of Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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SUPERVISOR APPROVAL

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EXAMINER APPROVAL

This thesis entitled *The Correlation between Students' Habit In Listening to English Song and Their Listening Comprehension at Vocational Senior High School Telkom Pekanbaru* was written by Popi Tuti Lestari SIN. 11414200100. It has been examined and approved by the final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 02nd, 1443 H/ January 04th, 2022 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.


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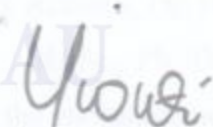
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Pekanbaru, January 07th, 2022
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ABSTRACT

Popi Tuti Lestari (2021) : The Correlation between Students' Habit in Listening to English Songs and Listening Comprehension of Grade XI Students at Vocational Senior High School Telkom Pekanbaru

The purpose of this research was to describe the correlation between students' habit in listening to English songs and their listening comprehension at Vocational Senior High School Telkom Pekanbaru. This research was a descriptive qualitative research. The samples taken were 30 students by using simple random sampling. In collecting the data, the researcher distributed questionnaire to respondents to find out their habit in listening to English songs which consisted of 15 statement items arranged based on the indicator and to find out the students' listening comprehension, the researcher conducted the test on listening comprehension. The researcher used descriptive statistics to analyze the data. The research results show that there is correlation between students' habit in listening to English songs and their listening comprehension at Telkom Vocational High School Pekanbaru. 13,36% of students' listening comprehension at Telkom Vocational High School Pekanbaru are affected by their habit in listening to English songs that is categorized into average level.

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ABSTRAK

Popi Tuti Lestari (2021) : Hubungan antara Kebiasaan Siswa dalam Mendengar Lagu Bahasa Inggris dengan Pemahaman Mendengar pada Kelas Sebelas Di SMK Telkom Pekanbaru

Tujuan dari penelitian ini adalah untuk mendeskripsikan hubungan antara kebiasaan siswa dalam mendengar lagu bahasa inggris dengan pemahamannya dalam mendengar di SMK Telkom Pekanbaru. Penelitian ini bersifat deskriptif kuantitatif. Sampel yang diambil sebanyak 30 siswa dengan menggunakan simple random sampling. Dalam mengumpulkan data, peneliti menyebarkan angket kepada responden untuk mengetahui kebiasaan siswa dalam mendengarkan lagu berbahasa inggris, yang terdiri dari 15 item pernyataan yang disusun berdasarkan indikator dan untuk mengetahui pemahaman dalam mendengarkan siswa, peneliti membagikan tes pemahaman mendengarkan. Peneliti menggunakan statistik deskriptif untuk menganalisa data. Hasil penelitian menunjukkan bahwa ada hubungan antara kebiasaan siswa dalam mendengarkan lagu berbahasa inggris dengan pemahaman mendengarkan siswa di SMK Telkom Pekanbaru. 13,36% kebiasaan siswa dalam mendengarkan lagu berbahasa inggris di SMK Telkom Pekanbaru dipengaruhi oleh pemahaman mendengarkan mereka. Itu dikategorikan ke dalam tingkat rata-rata.

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ملخص

فوفي توتي لستاري، (٢٠٢١): علاقة بين عادات التلاميذ في استماع إلى الأغنية الإنجليزية وفهم الاستماع في الفصل الحادي عشر بمدرسة تلكوم الثانوية المهنية بكنبارو

هدف هذا البحث وصف علاقة بين عادات التلاميذ في استماع الأغنية الإنجليزية وفهم الاستماع في الفصل الحادي عشر بمدرسة تلكوم الثانوية المهنية بكنبارو. هذا البحث وصفي كمي. تم أخذ العينة بمقدار ٣٠ تلميذا باستخدام أخذ العينة العشوائية البسيطة. وفي جمع البيانات، وزعت الباحثة الاستبيان على المستجيبين لمعرفة عادات التلاميذ في الاستماع إلى الأغنية الإنجليزية، والذي يتكون من ١٥ بيانا مرتبة بناء على مؤشرات، ولمعرفة فهم الاستماع لدى التلاميذ، وزعت الباحثة اختبار فهم الاستماع. واستخدمت الباحثة الإحصاء الوصفي لتحليل البيانات. وأظهرت النتائج أن هناك علاقة بين عادات التلاميذ في الاستماع إلى الأغنية الإنجليزية وفهم الاستماع في الفصل الحادي عشر بمدرسة تلكوم الثانوية المهنية بكنبارو. ١٣,٣٦% من عادات التلاميذ في الاستماع إلى الأغنية الإنجليزية في مدرسة تلكوم الثانوية المهنية بكنبارو تؤثر بفهم استماعهم. ويتم تصنيفها إلى مستوى متوسط.

الكلمات الأساسية: عادات التلاميذ، الأغنية الإنجليزية، فهم الاستماع

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening as one of the basic skills of language plays an important role in the language learning. By listening to sound or spoken language, people are able to produce language. Listening is dominantly used in everyday life. Listening is not only the process of hearing, but also identifying, understanding, and interpreting spoken language as the first step of successful communication. According to Nunan (2003, p.24) listening is very active because the people who are listening not only process what they hear but also connect it to other information they already know.

In daily activities, people spend most their time to listen, such as music, movie, talk show, speech. Worden (1970, p. 30) said that most of us spend about 45 percent of our time listening. If we want to be effective communicators, we must be effective listeners. We just only remember half of what we hear immediately after we listening. Fauzana (2014, p. 1) state that a person who is learning second or foreign language will listen to the language first then talk and next learn how to read, and write.

Lund in Brown (2006, p. 10) found that listeners have difficulties in listening skill, especially in identifying the main idea and finding specific information of the text. This is one of the reason why some students can not pass the passing rate of English subject at the school. These students'

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problems reflect the ones that were recognized by Ur (1996, p. 111-112) he states several problems that English language learners have to face, such as inaccurate sound perception, inability to understand every word, inability to understand fast and native-like speech, the need to listen more than once (which can be troublesome in real-life situations), overwhelming reception of information, and exhausting long passages.

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

Habit in listening to English song can be a practice for students in listening comprehension in the school. When listening to English songs becomes a habit of the students, they will feel familiar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily as stated by Griffie (1994, p. 4), sensitivity in rhythm is a basic and necessary first step in learning language.

Vocational School Telkom Pekanbaru is one of the school in Pekanbaru as a formal education institution, that apply school based curriculum 2013 as its guidance in teaching and learning process. All of students at Vocational School Telkom Pekanbaru learn English. There are four

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types of English skill, one of them is Listening. Listening is one of the lessons that should be learned by all of students. However, students Vocational School Telkom Pekanbaru should have the competence in English, especially in Listening.

In Curriculum 2013, it is states that one of the objectives of English subject included in Senior High School is listening. Based on Curriculum 2013, the goals of teaching listening in senior high school are to understand the meaning of the text, identify the social function and language features, and interpreting the meaning in listening task.

In listening activities of teaching and learning process in Vocational School Telkom Pekanbaru, the teacher asked the students to listen to what the teacher explained, listen to conversation by using audio, listen to their classmate. But some of students still can not understand. There are many factors that make students low comprehension in listening such as: students lack of the new ideas in listening material, lack of vocabulary, unimaginative, uninterested in listening, students do not know what the speakers say.

Based on the description above, there are several phenomena found at senior high school Telkom Pekanbaru. The phenomena are:

1. Some of students have habit in listening to english song, they still were difficult to focus on listening material.
2. Some of students have habit in listening to english song, they still lack of vocabulary.

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3. Some of students have habit in listening to english song, , they still still unable to listen for specific information.
4. Some of the students have habit in listening to english song, , they still unable to get main idea.

From the phenomena that is explained by the researcher above, the researcher interested to conduc a research project entitled: **“The Correlation Between Students’ Habit in Listening to English Song and Their Listening Comprehension At The Eleventh Grade of Vocational Senior High School Telkom Pekanbaru”**.

B. The Problems

1. Identification of the problems

Based on the background above, the reseacher identifies the problems as follow:

- a. Why were the students difficult to focus on listening to the English listening material?
- b. What made the students still have lack of vocabulary?
- c. What the causes that make the students had difficulties to listen for specific information?
- d. What the causes that make some of students unable to get main idea?

2. Limitation of The Problem

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Based on the identification of the problems above, it is clear that there are some problems in this research. Therefore, the researcher limits the problem on the habit in listening to English song and listening comprehension of the eleventh grade of Vocational School Telkom Pekanbaru. In which, the researcher will find out the correlation that shows whether the habit in listening to English song influence the students listening comprehension or not.

3. Formulation of the Problems

- a. How is the of correlation between students' habit in listening to English song and their listening comprehension Vocational School Telkom Pekanbaru?
- b. Is there any significant correlation between students' habit in listening to English song and their listening comprehension at Vocational School Telkom Pekanbaru?

C. Objective and Significance of The Research**1. Objective of The Research**

- a. To examine the coefficient of correlation between students' habit in listening to English song and their listening comprehension Vocational School Telkom Pekanbaru.
- b. To examine whether there is a significant Correlation between Students' habit in listening to English song and their Listening comprehension at Vocational School Telkom Pekanbaru

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2. Significance of the Research

- a. Hopefully this research is able to benefit the researcher as a novice writer to learn how to conduct a research.
- b. This research findings also expected to be usefull and valuable especially for students and the teacher of English of the Senior Vocational School Telkom Pekanbaru their future learning focus.
- c. Besides, this research finding also expected to be positive information for those who are concerned in the world of teaching ang learning English as a second or as a foreign language.
- d. Finally these research finding are also expected to be practical and theoretical information to the development of the theories on language teaching.

D. Definition of The Term

There are so many term involving in this research. In order to avoid misunderstanding toward the term use, those the following term or necessarily defined:

1. Correlation

According to Anderson and Arsenault (1998, p. 118), correlation research is one way of describing in quantitative term the degree to which variables are related. However in this research the term of correlation refers to design of the writer research to correlate two difference variables (independent and dependent variables). Independent variable (X) refers to

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habit in listening to English songs, while dependent variable refers to students listening comprehensionat eleven grade of Islamic Vocational School Telkom Pekanbaru.

2. English Songs

Setia (2013, p. 270) state that song is a form of language that use tones and rhythm as it is also the media of universal language. Songs are defined as follows “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar” as described by Griffie (1992, p.3).

3. Listening Habit

According to Richard and Schmidt (2010, p. 258) habit is a pattern behavior that is regular and which has become almost automatic as a result of repetition. Meanwhile, the habit in this research is the students’ frequency of listening to English song that is conducted repeatedly and regularly.

4. Listening Comprehension

Richard (1999) stated that comprehension is the ability to understand something. Comprehension is this research is how the students understand about something that they listen. According to Fauzana (2014, p.4) Listening is an active process by which the listeners receive, construct meaning from, and respond to spoken and nonverbal messages. Listening

comprehension is the process that analysed sounds, words, clauses, and sentences until getting the messages of the speakers. Listening comprehension is not only an activity of listening to the speaker, but it also tries to get messages from the speakers.

E. Reason for Choosing The Title

There are some reasons why the researcher is interested and carrying out this research. The reasons are as follows :

1. The title of this research is relevant with the researcher status as a students of English education department.
2. The location of the research facilitated the researcher in doing this research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

The theoretical framework of this study is based on the concepts, theories, and previous study about listening comprehension and habit in listening to English song that will be discussed below:

1. The Nature of Listening Comprehension

a. Definition of Listening Comprehension

Listening is one of the most important language skills. Listening is the part in communication, through listening we can share our ideas with other people. Listening is the most frequently used language skill in everyday life. According Laura (1999) listening comprehension is a complex processes in which listeners play an active role discriminating between sounds, understanding vocabulary and grammatical structure, interpreting, intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the social- cultural context.

According to Brown (2001, p. 247) Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. Means that, listening is the one of important thing in daily activities, through listening we can interpret the meaning.

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As defined by Oxford (1993, p. 206) listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Russel in Hasyuni (2006, p. 8) also say that listening skill is listening with comprehension, attention and appreciation. Then, in listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening comprehension can be meant as ability to pay attention or to hear something. But, listening is not same with hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. There are some indicators that will be achieved by the students in listening comprehension by Departemen Pendidikan Nasional and brown (2004):

- 1) The students are able to identify the topic of narrative text that they hear

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- 2) The students are able to identify the figure of narrative text that they hear.
- 3) The students are able to recognize vocabulary (such noun and verb) use in narrative text that they hear.
- 4) The students are able to identify the communicative purpose of the narrative text that they hear

Weir in Buck classifies the indicators of listening into six categories (2001) and the classifications of his listening comprehension test are related to the needs of the National Curriculum. There are ability to listen for the gist; listening to main idea, distinguish supporting details, listening for specific including recall or important details, determining the speaker's attitude or intention towards a listener or a topic and make differences and deductions. According to Nunan (2003, p. 24) "Listening is an active, purposeful process of making sense of what we hear." It means that, we should interpret the meaning from what we hear, therefore listening is an active skill. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

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Listening comprehension is concerned with spoken language, while reading skill is concerned with written language. Buck (1995, p. 113) stated that the medium is noteworthy because with spoken language, once the speaker completed his or her utterance, it will be gone without a trace. Unlike when they read something, people cannot go back to see what they just listened. Therefore, they need to rely on their own memory of what was said.

b. The Processes of Listening

Saputra (2014, p. 51) stated that there are two processes of listening.

1) Bottom-up Processes

These are the processes the listener uses to assemble the message piece- by- piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly large levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive.

2) Top-down Processes

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

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message will contain, and uses parts of the message to confirm, correct or add to this.

c. Types of Listening

According to Brown (2004, p. 120) there are four types performance of listening:

1) Extensive listening

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

2) Responsive

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

3) Intensive Listening

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

4) 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

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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.

2. Habit in Listening

a. Definition of Habit

According to Richard and Schmidt (2010, p. 258) habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. Habitual behavior often goes unnoticed in person exhibition because a person does not need to engage in self-analysis when undertaking the routine tasks. Djaali Witherington (2009, p.128) states that, habit is an acquired way of acting which is persistent, uniform, and fairly automatic.

According to Costa in Murqobin (2013, p. 52) someone who has a habit especially in listening, they will be a good listener and they will listen closely to get the information that is useful and important for them. Thus when someone has a listening habit to English song they will listen closely to get the meaning of the song that they listen to. According to Murqobin (2012, p. 56), there are eight aspects that influence listening habit, they are:

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1) Attitude

It is obvious that attitude will promote students to listening situation (Alexander and filler, 1998)

2) Motivation

The most important thing which can drive people to do something is motivation. It can be said that motivation is the reason why people struggle to do the intend thing. Without motivation people lose their power. Brown (2010, pp. 71) stated that by having motivation people do effort to gain the best result.

3) Pleasure.

One can be said have good listening habit if he does it with pleasure. It can also be said that the activity is done with pleasure when it results the feeling of success.

4) Attention

When one has motivated to succeed, he or she will give attention.

5) Facility

It deal with both source and facility that promote students to develop listening habit. It is stated that in order to acquire a listening habit , the facility is very important

6) Frequency

Time indicator whether or not one has good listening habit. Much time to spend in listening indicates that students have good listening habit.

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7) Will-power

By having will-power (motivational desire), the attention and concentrate of certain thing will be produced, and finally the habit will come. Hornby (2007,, p. 24)

8) Awareness

One has good habit if he or she learning awareness.

Dubray (2016) contends that habit can be acquired by doing exercise. In acquiring a habit, the repetition must grow and be strengthened. Furthermore, he mentions the main factors dealing with the growth of habit as follows:

- 1) The number of repetitions, as every repetition strengthens the disposition left by previous exercise;
- 2) Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;
- 3) Their uniformity: at least change must be slow and gradual, new elements being added little by little;
- 4) The interest taken in the actions, the desire to succeed, and the attention given;
- 5) The resulting pleasure or feeling of success which becomes associated with the idea of the action.

There is no general rules can be given for a strict determination of those factors. How frequently the actions should be repeated or how

rapidly the complexity may be increased, will depend not only on actual psychological factors of interest, attention, and application, but also on the nature of the actions to be performed and on natural aptitudes and tendencies. Habit can decrease or disappear negatively by abstaining from exercising them, and positively by acting in an opposite direction, antagonistic to the existing habits.

According to Murqobin (2013, p. 51) there are some aspects of listening that can be used to measure students listening habit, they are:

1) The reason of listening

The likeness and good taste of listening will make people think that listening is enjoyable activities. For students, if they feel that it is enjoyable activities, they will always learn to listen, it is not because of there will be an examination but it has been a habit.

2) Time to spend in listening

Much time to spend listening indicate that students have good listening habit.

3) Source of listening material.

Those who have good listening habit listen to the material not only from the teacher but also other sources.

From the definition above, the writer concludes that habit is something that is conducted repeatedly, continuously and frequently in doing something. In this study, the habit is intended as students habit of listening to English song in their daily activity wherever and

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whenever it is. Habit in listening English song can be done at home, at the school, on the way and other places.

3. English Song

a. Definition of Song

According to Griffie (1992, p. 3) songs are vocally produced, linguistically meaningful and have melody. So, it can be concluded that song is a piece of music that has words which are linguistically meaningful and sung by a singer.

Cullen (2015, p. 23) stated that, utilizing songs in the listening activities, students can use their grammar knowledge to understand the messages of songs that indeed will lead them to an improvement of their listening ability. Wilson (2008, p. 50) stated that, songs can be enjoyable, memorable, and simulating for the students. In addition he explains that songs tend to contain some useful elements.

The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Song are generally performed in a repetitive pattern that make them easy to be memorized. Repetitive pattern means that there are usually several lines of the song, which are repeated twice, or more. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or compotion involving morevoices.

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b. Kinds of Song

Yulianto(2010, p. 8) stated that, songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "folk songs", and "popular songs".

Art songs are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author and composer and require voice training for acceptable performance.

Folk songs are songs of often anonymous origin (or are public domain) that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally (that is, as sheet music), especially in the modern era. Folk songs exist in almost every culture.

Modern popular songs are typically distributed as recordings and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Songs that are popular may be called pop songs for short, although pop songs or pop music may instead be

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considered a more commercially popular genre of popular music as a whole.

c. Advantages of Using Songs in Learning English

Songs can help young learners improve their listening comprehension and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Murphey (1992, p. 3) mentions the use of music and songs offer two major advantages:

- 1) Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or because its rhythms, correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation.
- 2) It is highly motivating, especially for children, adolescent. And young adult learners. Popular music in its many forms constitutes a powerful subculture with its own mythology, its own ritual, or its own priesthood. As such it is part of students' lives in a way that so much else we use is not. If we can tap into it, we release unsuspected positive energy.

Griffie in Surya (2009) mentions the advantages of using songs in classroom as follows:

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- 1) Songs can be used to relax students and provide an enjoyable classroom atmosphere.
- 2) There seems to be a deep relationship between rhythm and speech.
Sensitivity to rhythm is a basic and necessary first step in learning a language.
- 3) Every song is a capsule culture containing within itself a significant piece of social information.
- 4) Songs are especially good at introducing vocabulary because songs provide meaningful context for the vocabulary.
- 5) Songs provide a natural context for the most common structures such as verb tense and preposition.
- 6) Song can be used for pattern practice and memory retention.

So, songs are not only good for learners but also for the teachers. Songs offer an interesting media to present the language topics because it provides enjoyment especially in rising excitement and self-confidence for learners. Song also can be used to correct the learners' errors in a more direct way.

4. The Correlation Between Habit in Listening to English Songs and Listening Comprehension

According to Costa in Murqobin (2013, p. 52) someone who has a habit especially in listening, they will be a good listener and they will listen closely to get the information that is useful and important for them. Thus when someone has a listening habit to English song they will listen

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closely to get the meaning of the song that they listen to. Orlova and Wonho (2002) have observed that listening to song can develop listening ability. According to them, songs contextually introduce the feature of supra-segmental (how rhythm, stress, intonation, and pronunciation affect students in English context). They believe that students from any language background can take advantage of using songs as an input for their language learning, especially for improving their listening comprehension and of course their' listening achievement.

Habit in listening to English song can help students to learn English more joyful. According to Davanellos (1999, p. 13), "song are not only fun, they have a serious purpose for language learning". It means that song not only entertain us, but also song can be used in learning English activity. By listening to English song, the students will automatically engage to learn English because it makes them joyful. When they feel enjoyed, it might be easy for them to catch what they were listening to without any burdens.

The main parts of an English song are music and English words. Murphey(1992,P.201)states "The English words in the lyric of the song can be useful to be discussing material in language learning. Through the lyric in the song,the students learn about vocabulary, sentence structure, and sentence patterns.Since, one advantage of using songs in the young learner classroom is their flexibility".

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Students can learn by using songs. Davanellos (1999, p. 14) stated that, songs can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the skill of listening, reading, speaking, and translation. It means that students can practice and present their listening comprehension by listening to English song.

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

B. Relevant Research

According to Syafi'I (2015:103) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher found some previous researcher found some previous researches that is relevant to the researchers title which has aim to avoid plagiarism toward the designs and the finding of the previous researches.

A research by Yulianto entitled "A Correlational Study Between Habit in Singing And Listening to English Song, Vocabulary Mastery, And Speaking Skill Of The Eleventh Grade Students Of Smk N 3 Surakarta". He used questionnaire to collect the data on his researcher. he analyzed the data by using Pearson Product Moment formula, and the result of his researcher

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showed that there was a positive correlation between habit in singing and listening to english song and speaking skill with the correlation 0.581. After being consulted to the t-value, the t-obtained is greater than t-value ($3.208 > 1.647$). It means that there was a significant, positive correlation between variable X and Y.

The next related study which was conducted by Eka L. Koncara focused on whether listening to the “listening English songs can improve students’ listening skill”. The sample in this research was 20 ninth graders at SMP 6 Darangdan. Eka used a test to measure the students achievement in listening. She was found that The t-observation is 5.894. This t-observation greater than t-critical ($5.894 > 1.684$). So, this fact support the claim that students who were taught listening by using English songs get better scores than those were taught conventionally. The experimental teaching program can improve the students’ listening skill effectively (227%) from that what they got in the pre-test, while control group can improve the students’ listening skill less than the experimental group (155%).

In conclusion, these researchers have similarities and difrencess with the research above. The similarities between this reseach and relevant are the X variable ‘habit in listening to English song’. And the differences between this research and the relevant research are both of the Y variables such as: speaking skill, improving listening skill, it means they not focus on correlation between habit in listening to English song and listening comprehension.

C. Operational Concept

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Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. In this reasearch, there are two variables, they are X refers to students' habit in listening English songs and Y refers to students' listening comprehension.

1. Variable X (habit in listening to English songs) according to Dubray (2016) are as follows:
 - a. The students number of repetitions habit in listening to English songs, as every repetition strengthens the disposition left by previous exercise;
 - b. The students frequency of habit in listening to English songs: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue;
 - c. The students uniformity of habit in listening to English songs: at least change must be slow and gradual, new elements being added little by little;
 - d. The students interest taken in the actions, the desire to succeed, and the attention given;
 - e. The students resulting pleasure or feeling of success which becomes associated with the idea of the action.

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2. Variable Y, students' listening comprehension. There are some indicators that will be achieved by the students in listening comprehension by School Based Curriculum by departemen pendidikan and Brown, (2004)
 - a. The students are able to identify the topic of narrative text that they hear.
 - b. The students are able to identify the figure of narrative text that they hear.
 - c. The students are able to recognize vocabulary (such noun and verb) use in narrative text that they hear.
 - d. The students are able to identify the communicative purpose of the narrative text that they hear

D. Assumption and Hypothesis**1. The Assumption**

In this research, the writer assumes that:

- a. The better students' habit in listening English song, the better their listening comprehension will be.
- b. The lower students' habit in listening English song, the lower their listening comprehension will be.

2. The Hypothesis

- a. Null Hypothesis (H_0): There is no significant correlation between habit in listening to English songs and listening comprehension at Vocational School Telkom Pekanbaru.
- b. Alternative hypothesis (H_a): There is a significant correlation between habit in listening to English songs and listening comprehension at Vocational School Telkom Pekanbaru.

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CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

This research is a correlational research, which consists of two variables. The first variable is students' habit in listening to English song , and the second one is students' listening comprehension. According to Anderson (1998, p. 118) stated that, correlational research is a research of describing in quantitative terms the degree to which variables are related. It is typically investigate a number of variables that is believed to be related to an important variable such as academic achievement.

The design that used in this research is the explanatory design which explains the association between or among variables. In explanatory design, the reseacher assumes that a change in one variable is reflected in change in the other, as described by Cresswell (2012, p.358)

B. Location and Time

The location of this research is at Islamic Vocational School Telkom Pekanbaru. This research was conduct on October to November 2021.

C. The Subject and Object of the Research

The subject of the research was the eleventh grade students' of Vocational School Telkom Pekanbaru in (2020-2021) academic year.

The Object of this research was the correlation between the students' habit in listening to English songs and their listening comprehension at the

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eleventh grade of Vocational School Vocational School Telkom PekanbaruPekanbaru.

D. The Population and Sample

1. The population

The population of this research was be the eleventh grade students' of Vocational School Telkom PekanbaruPekanbaru with 114students. The specification of the population can be seen in the table below

**Table III.1
Population**

No	Class	Population
1	XI TKJ 1	30
2	XI TKJ 2	32
3	ADP	25
4	AK	27
Total		114 Students

According to Arikunto, if the amount of the population is less than 100 persons it is better to take all of the population, but if the amount of the population is more than 100 persons it is better to take 10-15%, 25%, or more, Gay (2012, p.204) stated that the sample of correlational study is selected by using an acceptable method and 30 participants are considered to be the minimal acceptable sample size. It means that the sample of correlational study should be 30 participants or higher and cannot less.

2. The Sample

The sample of this research was be the eleventh grade students' of Vocational SchoolTelkom Pekanbaru with 30 students. The specification of the sample can be seen in the table below

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Table III.2
Sample

No	Class	sample
1	XI TKJ 1	6
2	XI TKJ 2	6
3.	ADP	6
4.	AK	6
Total		30 Students

According to Nayak and Sing (2015) a simple random sampling was technique for choosing the sample in which all the population get an equal and independent chance to be selected

Arikunto (2006) pointed out if the population more than hundred, the researcher can take 10-15% or 20-25 or more. Based on theory above, the reseacher chos 20% of the population. In this research the researcher used simple random sampling technique. Therefore, the total of sample was 30 students

E. Technique of Data Collection

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

1. Questionnaire

According to Cohen, et al (200, p. 317), said that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the reseacher, and often being comparatively straight forward to analyze .

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The researcher was give 15 questionnaire for collecting the data of students' habit in listening to English songs. The questionnaire is administer in Indonesian to avoid confusion from students. The scale use in the questionnaire is Likert scale.

**Table III.3
Likert Scale**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Riduwan (2011, p.41) indicated the scale to classify the gained percentage of questionnaire as follows :

**Table III.4
Percentage of Questionnaire**

No.	Percentage	Category Level
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	High Enough
4	21% - 40%	Low
5	0% - 20%	Very Low

**Table III.5
The blue print of students listening habit to English song**

No.	Kind Of The Questioner	Numbering Of Items	Numbering Of Question
1	The students number of repetitions habit in listening to English songs	2	1,2,
2	The students frequency of habit in listening to English songs:	3	3,4,5
3	The students uniformity of	2	6,7,

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	habit in listening to English songs		
4	The students interest taken in the actions, the desire to succeed, and the attention given	6	8,9,10,11,12
5	The students resulting pleasure or feeling of success which becomes associated with the idea of the action	2	13,14,15

2. Test

To find out how is the students' listening comprehension , the reseacher used test. The test was used to measure students listening comprehension. Before going to give the test, the reseacher explains the procedure for 10 minutes and continue give the test. The researcher give 20 questions of multiple choice for the students to answer.

Table III. 5
The Blue Print, of Students' Listening Comprehension

Kinds of the question	Numbering of Items	Number of question
The students are able to identify the topic of narrative text that they hear	5	1,2,3,4,5
The students are able to identify the figure of narrative text that they hear.	5	6,7,8,9,10
The students are able to recognize vocabulary (such noun and verb) use in narrative text that they hear..	5	11,12,13,14, 15
The students are able to identify the communicative purpose of the narrative text that they hear	5	16,17,18,19, 20

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According to Anas (2007, p.35) 5 category of students achievement as described in following table :

Table III.6
The Category of Students' score on the Listening Test

No	Score	Category
1	80 – 100	Very high
2	66 – 79	High
3	56 – 65	Medium
4	46 – 55	Low
5	0 – 45	low Very

F. Technique of Data Analysis

The independent variable (X) and dependent variable (Y) are the two variables correlated. In analyzing the data the researcher chooses the product-moment correlation as formula. By using the product-moment correlation, data of the score from questionnaire for variable X and score from test for variable Y was collected and calculated. For analyzing the data of student's habit in listening to English song and listening comprehension, the researcher was analyzed it by using SPSS 23.0.

Based on Hartono (2008, p.80), there are some levels of categories in determining correlation between two variables, as follows:

Table III.7
The interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.00-0.200	Very Low
2	0.200-0.400	Low
3	0.400-0.700	Medium
4	0.700-0.900	Strong
5	0.900-0.1000	Very Strong

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To find out the correlation between two variable the resechear use the formula of product moment correlation, the formula is

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

r_{xy}	=	Coefficient of correlation between variable X and Y
N	=	Number of Class
X	=	Distribution of students' habit in listening English song
Y	=	Distribution of students' listening comprehension score
$\sum x$	=	Sum of score of X distribution
$\sum x$	=	Sum of score of Y distribution
$\sum x y$	=	Sum of multiplication of X and Y
X^2	=	Sum of X quadrate
y^2	=	Sum of Y quadrate

Significant critical value = 0.05 and 0.01

Product-moment correlation is used for data measure on an interval ratio scale of measurement and it uses r as it symbol and SPSS application is a software package use for statistical analysis. The product moment correlation is obtain by consider the degree of freedom (df) = N-nr; (N = number of sample, nr = number of variable).

Statistically the Hypothesis are:

$$H_a : r_0 > r_{table}$$

$$H_0 : r_0 \leq r_{table}$$

H_a is accepted or there is significant correlation between habit in listening to English song and listening comprehension

H_0 is accepted or there is no significant correlation between habit in listening to English song and listening comprehension



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out how is the coefficient of correlation between students' habit in listening to English song and their listening comprehension and whether any significant correlation between students' habit in listening to English song and their listening comprehension at Vocational School Telkom Pekanbaru. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. From Serial analysis for students' habit in listening to english song and their listening comprehension above, it showed on the table above, r observed was 0.4684. With degree of significance 5%, the score of r table obtained was 0.374, therefore, r observed $>$ r table ($0.4684 > 0.374$)
2. There is a significant correlation between students' habit in listening to English song and their listening comprehension at Vocational School Telkom Pekanbaru. It is categorized as "**Average**" level (0.4684). It can be said that students' habit in listening to English song at Vocational School Telkom Pekanbaru has a contribution on their listening comprehension.

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

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1. Students' habit in listening to English songat Vocational School TelkomPekanbaruhas a contribution on listening comprehension. So, it is good for the teacher to try collaborating particular techniques to raise their listening.
2. listening comprehensionalso on enough level. The students found it difficult to understand what the speaker said. Then, practice a lot of listening is a good way to improve their listening.

For future researchers, it is important to be able to understand the theories of listening well of many experts' theories, there are also some aspects that they never learn. And it is also crucial to make sure that the students have already learnt and understood listening that are going to be tested so that the result of the test will be more relevant and reliable.



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CURRICULUM VITAE

POPI TUTI LESTARI, was born on July 20th, 1996 in Kuapan, Kab.Kampar. She is the four of Six children of beloved couple Mr. Alm.Usman and Mrs. Ramnis. She lives at Kuapan, Kab.Kampar.

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