A CORRELATIONAL STUDY BETWEEN STUDENTS' HABIT IN LISTENING ENGLISH SONG AND STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This study aims to determine the correlation that occurs between students' habit in listening English song and vocabulary mastery of the eleventh grade students at MAN 1 Surakarta in the 2022/2023 academic year. Quantitative research with correlation method was applied in this research. The sample for this research was 32 students. The researcher used a questionnaire and a vocabulary test to gather the data. The findings of this study revealed a positive relationship between students' habit of listening to English songs and their vocabulary mastery. It is proven by the results after analyzing the two variables using the Person Product Moment formula, with the results of calculation of r_{xy} 0.915 > r_{table} in the significant level of 0,05 = 0,349 and also 0,001 = 0.554. As a result, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It indicates that there is a positive correlation between students' habit of listening to English songs and their vocabulary knowledge. Thus, the higher the habit in listening English song, the better their vocabulary mastery.

Keywords: Habit in Listening English Song, Vocabulary Mastery, Correlational Study

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan korelasi yang signifikan antara perilaku kebiasaan siswa dalam mendengarkan lagu berbahasa Inggris dengan penguasaan kosa kata siswa kelas XI MAN 1 Surakarta tahun ajaran 2022/2023. Penelitian merupakan penelitian kuantitatif korelasi. Dalam penelitian ini sampel yang digunakan adalah 32 siswa kelas sebelas. Peneliti menggunakan kuesioner dan tes kosa kata untuk mengumpulkan data. Temuan dari penelitian ini mengungkapkan hubungan positif antara kebiasaan siswa mendengarkan lagu berbahasa Inggris dan penguasaan kosa kata mereka. Hal ini dibuktikan oleh hasil setelah menganalisis dua variabel menggunakan rumus Person Product Moment, dengan hasil perhitungan r_{xy} 0.915 > r_{table} pada tingkat signifikan 0,05 = 0,349 dan juga 0,001 = 0,554. Hipotesis null (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Ini menunjukkan bahwa ada hubungan positif antara kebiasaan siswa mendengarkan lagu berbahasa Inggris dan penguasaan kosa kata mereka. Dengan demikian, semakin tinggi kebiasaan mendengarkan lagu berbahasa Inggris, semakin baik penguasaan kosa kata mereka.

Kata kunci: Kebiasaan Mendengarkan Lagu Bahasa Inggris, Penguasaan Kosa Kata, Studi Korelasi

INTRODUCTION

The most important tool for humans to think and communicate is language. Language is necessary for the continuation of social activities in society so that members can communicate and understand each other. In understanding language, there are four aspects that need to be understood. The four aspects of understanding language are speaking, reading, writing, and listening (Ma'fiyah, I., Sitoresmi, U. & Yulianto I., 2021; Oxford, 1990). To communicate effectively with these four skills, it is also necessary to understand language structure and vocabulary. Vocabulary is a supporting aspect in understanding the language of communication, namely to find out what is conveyed and what information is received.

Vocabulary is essential for acquiring and comprehending language. A large degree of vocabulary breadth, defined as the number of words for which the individual understands at least some of the significant parts of meaning knowledge (Freebody & Anderson, 1983), is required for learners to achieve the lexical coverage rate required for unassisted reading or listening comprehension. Because a person's degree of language comprehension and ability to convey meaning while conversing depends on how many words they have mastered, the kinds of vocabulary they have mastered, or the information contained in words that take the form of nouns, adjectives, verbs, and adverbs. Learning new vocabulary entails not only memorizing the form of the word but also comprehending its meaning. Furthermore, vocabulary mastery is described as the ability to govern, decide, and regulate one's language as a valuable and vital communication tool. Coulson mentioned by Balerina, Sinaga, & Nurdiana (2022) states that the ability to combine knowledge and skills of words that are used to represent meaning, in the case of the physical object or idea, in one or more words can be construed as vocabulary mastery. Thus it can be concluded that vocabulary mastery means that students have the ability to understand and use vocabulary because vocabulary mastery itself is related to words and meanings.

One method for learning vocabulary is by listening to English song. The benefits of using English song as a learning media for students are numerous. According to Gottfried (in Isnaini & Aminatun, 2021), one of the reasons why song is a crucial component in teaching English language is that it makes it easier for students to relate to other cultures and open up new worlds. Learning vocabulary while enjoying English music is another great strategy. It would be an option for students to learn the term by memory, understand its meaning, and pronounce it with fluency. Based on the researchers' observations and experiences, students spent more time studying while listening to songs, whether it's to help focus on learning, reduce boredom or even to learn new vocabulary. If the students regularly listen to English song, it would be routine for them to pick up new words or expand their existing vocabulary. A habit is a regular pattern of behavior (Hornby in Wardiansyah, S. Barnabas, Elfrida, 2019). It means that if individuals regularly listen to English song in their spare time, it would be a habit. Students that regularly listen to English

song would be able to increase their vocabulary since their brains immediately store new information when they do. Students would have a cause to look up the meaning of unknown terms if they were unable to comprehend the meaning of the words in the song, which is why listening to music may help them master vocabulary.

Based on the explanation above, the research entitled "A Correlational Study Between Students' Habit in Listening English Song and Students' Vocabulary Mastery" was conducted to find out whether there is a relationship between students' habit in listening English song and students' vocabulary mastery of the eleventh grade students at MAN 1 Surakarta in the 2022/2023 academic year.

METHODS

Research Participants

Populationk is needed to be used as a subject in a study. Population is the total number of subjects in a research. According to Mcmillan in Nurkolip & Hanafi (2019), a population consists of a group of items or cases, such as people, things, or events, that adhere to certain standards and to which the research's findings are to be applied generally. Based on the statement above, the population is a number of groups that have an interest in research, a number of groups that want to report the results of their research. The population of this study consisted of all eleventh grades at students at MAN 1 Surakarta in the 2022/2023 academic year. From the total population, a sample was taken using simple random sampling technique for this study. The researcher randomly took sample from the class population and obtained Class XI IPA 6 at MAN 1 Surakarta in the 2022/2023 academic year with a total of 32 students as a sample. Thus, this study focuses on taking and processing data obtained from 32 students from class XI IPA 6.

Data Collection Method

To determine the level of students' habits in listening to English songs and their vocabulary mastery, data collection was done in two different ways, employing questionnaires on students' habits and tests of vocabulary mastery. In this study, a questionnaire was employed to gauge the students' habit in listening to English songs. To gather data from the respondents, the researcher employs a close-typed questionnaire. The Guttman Scale Type is used to determine the scoring. DePoy and Gitlin (2016) states that Guttman scale is referred to as "unidimensional" or "cumulative." The researcher develops a modest number of elements that are related to one notion. The elements comprise a homogeneous or unitary collection and are cumulative or graded in intensity of expressive answer categories: right/wrong, correct/incorrect, agree/disagree, and so on. The questionnaire of listening habit to English songs consists of 25 items. The questionnaire is a multiple choice form of two choices, namely "Yes" or "No".

In order to determine the students' vocabulary mastery, the researcher administered a test. The test is used in this study as a tool to assess students' vocabulary mastering competency. The test of vocabulary mastery is intended to collect the data of vocabulary mastery by the theory from Hiebert and Kamil (2005). The test is a multiple-choice, objective test. The test consists of 50 items. The researcher marks 1 for each valid response and 0 for erroneous answers.

Data Analysis

Data from questionnaires and vocabulary tests were analyzed using the Pearson Product Moment formula and using the IBM SPSS statistics 22 application. By using SPSS, the frequency and presentation of the questionnaire and vocabulary test data can also be obtained. In addition, data validity is also carried out using the Arikunto's (2014) formula and data reliability using the KR 21 formula from Kurder Richardson 21 (in Foster, 2021). After data is obtained from the habit in listening English song questionnaire and vocabulary mastery test, data analysis is also carried out using the Pearson Product Moment formula and using the IBM SPSS statistics 22 application.

RESULTS AND DISCUSSION

This research was conducted at MAN 1 Surakarta which is located at Jl. Sumpah Pemuda No, 25, Kadipiro, Banjarsari, Surakarta, Prov. Central Java. This research was addressed to class XI students of MAN 1 Surakarta in the 2022/2023 academic year. The researcher randomly took sample from the class population and obtained Class XI IPA 6 at MAN 1 Surakarta in the 2022/2023 academic year with a total of 32 students as a sample. After giving the questionnaire of habit in listening English song and vocabulary mastery test, the following results were obtained:

Students' Habit in Listening English Song

The students' habit of listening to English song is an independent variable in this study. The researcher employed a questionnaire to determine the students' habit in listening English song. The data on students' listening habits to English songs is derived from the results of a questionnaire distributed to 32 students in class XI IPA 6 at MAN 1 Surakarta. There were 25 items in the questionnaire used for this study, and the results are shown in the table. The table below shows how the researcher displays survey data on the habit of listening to English songs by presenting frequency and percentage depending on several sets of values acquired from the respondents, it can be seen in the table below:

Table 1
Data score of students' habit in listening English song

Score	Frequency	Precentage
47 - 55	3	9%
56 - 64	3	9%
65 – 73	5	16%
74 – 82	2	6%
83 – 91	5	16%
92 - 100	14	44%
Total	32	100%

Based on the data on the Habit of Listening to English Songs shown in the table above, there are several groups of scores obtained from students. The table shows that students who get the lowest scores are those who have scores between 47-55, namely 3 students with a percentage of 9%. In addition, 3 students or the equivalent of 9% of the total sample scored between 56-64 points. Next is the group of students who get scores between 65-73, there are as many as 5 students with a percentage of 16%. As many 2 students or with a percentage of 6%, have obtained scores between 74-82 with this value having achieved the average value of the scores obtained by all students who have worked on the questionnaire. Then students who have obtained scores beyond the average value with a range between 83-91, there are as many 5 students with a percentage of 16%. Acquisition of students who have obtained scores with the highest score range, namely between 92 until 100 point as many 14 students with a presentation of 44% of the total sample.

The findings of data processing using manual procedures and the SPSS program demonstrate that students' habit in listening English song have an average value (mean) of 81, a median of 86, a range of 48, a minimum value of 52, and a maximum value of 100. This is shows in this table:

Table 2.
Statistics of students' habit in listening English song

Statistics		
Habit in Listening English Song		
N	Valid	32
	Missing	0
Mean		81.88
Std. Error of Mean		2.817
Median		86.00
Mode		92[a]
Std. Deviation		15.935
Variance		253.919
Range		48
Minimum		52
Maximum		100

The researcher draws the conclusion that there are two different sorts of students' listening habits for English songs based on the aforementioned table's statistical data. The first is the habit of low students to listen to English songs, and the second is the tendency of high students to listen to English songs. Low students' habits of listening to English songs result in scores below 78, whereas high students' habits of listening to English songs result in scores over 78. The chart shows that the students' average habit score for listening to English music is 92 as a consequence. This shows that the majority of MAN 1 Surakarta

students in the eleventh grade regularly listen to music. It may be inferred that the eleventh graders at MAN 1 Surakarta in the 2022/2023 academic year have a high habit of listening to English music since few students score below 78 on average.

Students' Vocabulary Mastery

Students' vocabulary mastery as dependent variable in this research. The data of vocabulary mastery are collected from a test. The test consists of 50 items which are valid by Arikunto (2014). The vocabulary mastery test has been shared to the 32 students of class XI IPA 6 in MAN 1 Surakarta. The test is evaluated by into five criteria, namely: synonym, antonym, understanding the meaning, hyponym, and complete the sentence. The researcher presents the presentation of test data on the vocabulary mastery by showing the frequency and percentage based on several groups of values obtained from the respondents, it can be seen in the table below:

Table 3.
Data score of students' vocabulary mastery

Score	Frequency	Precentage
47 - 55	2	6%
56 - 64	6	19%
65 – 73	4	13%
74 – 82	0	0%
83 – 91	8	25%
92 - 100	12	38%
Total	32	100%

From the vocabulary mastery data table above, there are several groups of scores, it can be seen that students who have the lowest scores are those who have a value of 47-55 as many 2 students with a percentage of 6%. While students with a score of 56-64 there are 6 students with a percentage 19%. Next is the group of students who get scores between 65-73 as many 4 students with a percentage of 13%. As many 0 students or with a percentage of 0%, have obtained scores between 74-82, this is the average value score of students in the class. Then there are 8 students with a proportion of 25% who have got scores above the average with a range of 83-91. Acquisition of 12 students who received scores in the highest scoring range, between 92-100, representing 38% of the overall sample.

By using IBM SPSS Statistic 22 program, the data obtained showed that the mean score of students' vocabulary mastery was 80.9, median 90, range 48, minimum score 50 and maximum score 98. The result shows in the table below:

Table 4.

Statistics of students' vocabulary mastery

Statistics		
Students' Vocabulary Mastery		
N	Valid	32
	Missing	0
Mean		80.94
Std. Error of Mean		2.851
Median		90.00
Mode		90[a]
Std. Deviation		16.128
Range		48
Minimum		50
Maximum		98
N		Valid

According to the statistical findings above, students vocabulary mastery is measured by a mean score of 81. This indicates that the majority of students have a high degree of vocabulary mastery. The minimal score for vocabulary mastery is 50, as can be seen, while the majority of students receive scores between 92 and 100. Since few students scored below 78 on the average, it may be deduced that the eleventh graders at MAN 1 Surakarta had a good level of vocabulary mastery. Two score categories for students' vocabulary mastery are determined using the statistical findings from the aforementioned study. The students' low and high vocabulary mastery levels are the first and second, respectively. Students with low vocabulary mastery scores are below the score of 78, while students with high vocabulary mastery scores are above the score of 78. Consequently, it can be inferred from the table that the average student's vocabulary mastery score is 90. This indicates that the majority of students have strong vocabulary mastering skills. Because few students scored below 78 on the average, it may be deduced that the eleventh graders at MAN 1 Surakarta have a strong competence in vocabulary mastering..

The Correlation Between Students' Habit in Listening English Song and Students' Vocabulary Mastery

After the researcher gets the data from the eleventh grade students of MAN 1 Surakarta about students' habit in listening English song and students' vocabulary mastery from the eleventh grade students of MAN 1 Surakarta and then processes it, the next step the researcher takes is to determine whether the two data, namely Students' habit in listening English song and students' vocabulary mastery, have a relationship or not. This is done after the researcher obtains the data and processes it. In this instance, Pearson's

Product Moment formula shows a correlation between the two scores of students' habit in listening to English song and tudents' vocabulary mastery. This is the result of output formula from IBM SPSS Statistics 22:

Table 5.

Output SPSS of correlation between students' habit in listening English song and students' vocabulary mastery

Correlations		Students' Habit in Listening English Song	Students' Vocabulary Mastery
Students' Habit in Listening English Song	Pearson Correlation	1	.915[**]
	Sig. (2-tailed)		.000
	N	32	32
Students' Vocabulary Mastery	Pearson Correlation	.915[**]	1
	Sig. (2-tailed)	.000	
	N	32	32

Rxy has a computed value of 0.915. After finishing the data computation using the Product Moment correlation algorithm and viewing the rxy result, the researcher offers an interpretation of the rxy. The correlation index between variable X and variable Y is 0.915, based on the findings of data analysis of students' habit of listening to English songs (X) and students' vocabulary mastery (Y) scores from the eleventh grade students of MAN 1 Surakarta. This indicates that there is a strong correlation between the two variables. The following table's straightforward interpretation of the correlation index "r" Product Moment (rxy) demonstrates the following table:

Table 6.

The Simple Interpretation of r_{xy}

"r" Product Moment (r_{xy})	Interpretation	"r" Product Moment (r_{xy})
0.00 - 0.20	Very Low	0.00 - 0.20
0.20 - 0.40	Low	0.20 - 0.40
0.40 - 0.60	Medium	0.40 - 0.60
0.60 - 0.80	High	0.60 - 0.80
0.80 - 1.00	Very High	0.80 - 1.00

The Pearson product moment rxy = 0.915 results in the interval 0.80-1.00, as seen in the table above. This demonstrates the high level of Correlation found in this study. It can be said that there is a strong link between students' habit of listening to English songs and their vocabulary mastery among MAN 1 Surakarta students in the eleventh grade. After the researcher got the results of r_{xy}, the researcher continued by finding t_{count} to determine the significance of t_{table} and obtained t_{count} of 12.383. Then, to determine the t_{table}, researchers

need to find Df (degree of freedom) and obtained Df = 30. Based on the result above r_{table} is 0.349 for 0.05 and 0.554 for 0.001 while the points obtained by the researcher is 0.915, it can be concluded that 0.915> 0.349 for 0.05 and 0.915> 0.554 for 0.001 is significant. The result of the calculated r_{value} of 0.915 is higher than the r_{table} value of 0.349 and 0.554 for significance 0.05 and 0.001. This indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a positive correlation between students' habit in listening English song and vocabulary mastery. As a result, students who listen to English songs more often have stronger vocabulary mastery.

DISCUSSIONS

This study sought to determine the relationship between the eleventh-grade students at MAN 1 Surakarta's habit of listening to English music and their vocabulary knowledge in the 2022–2023 school year. Based on the explanation and description of the data that was obtained from the aforementioned eleventh grade students at MAN 1 Surakarta, the researcher examines the findings of the association between students' habit of listening to English songs and their mastery of vocabulary. Mastering the vocabulary is crucial to learning English. There are numerous strategies to increase students' language skills. Previous research suggests that one method is through listening to English song.

Additionally, because the value of r_{xy} was positive, the correlation coefficient shows a positive correlation. This implies that if one variable is high, the other would be high and vice versa. In this instance, it is demonstrated that if students' habit in listening English songs is strong, their vocabulary mastery is equally high. On the other side, if students are not actively listening to English song or have low habit in listening English song, their vocabulary mastery would be low. As a result, there is a positive correlation.

This research purposed to find out the correlation between students' habit in listening to English songs and students' vocabulary mastery of the eleventh grade students of MAN 1 Surakarta in the 2022/2023 academic year. The researcher analyzes the findings of the correlation between students' habit of listening to English songs and students' vocabulary mastery based on the explanation and description of the data that has been acquired from eleventh grade students at MAN 1 Surakarta above. Mastering the vocabulary is crucial to learning English. There are numerous strategies to increase students' language skills. According to some previous studies, one of them is through listening to English song.

Additionally, because the value of r_{xy} was positive, the correlation coefficient shows a positive correlation. This implies that if one variable is high, the other would be high and vice versa. In this instance, it is demonstrated that if students' habit in listening English songs is strong, their vocabulary mastery is equally high. On the other side, if students are not actively listening to English song or have low habit in listening English song, their vocabulary mastery would be low. As a result, there is a positive correlation.

Based on the research that the researchers conducted, the findings showed that the degree of freedom (df) for n = 32 is 0.3494 and that the rxy in this study, which is 0.915, is larger than the r table value, which is 0.3494 at the significance level a = 0.05. The correlation coefficient is substantial, it may be said. That is, there is a considerable association between students' vocabulary mastery and their habit of listening to English

songs. The researcher came to the conclusion that in this investigation, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It implies that vocabulary competence and students' habit of listening to English songs are positively correlated. As a result, people who listen to English songs more often have stronger vocabulary skills.

CONCLUSIONS

This study's goal was to establish a significant between students' habit of listening to English songs and their vocabulary mastery among students in the eleventh grade at MAN 1 Surakarta during the 2022–2023 school year. The data reveals that the average score for students' habitual English song listening was 81. According to the interpretation table, the category for habit of English song is quite high. On the other side, students vocabulary proficiency is measured by a mean score of 80.90. The students vocabulary mastery is rated as having a very high degree of proficiency according to the score interpretation table. At the 0.05 level of significance, the data indicate that rxy: rtable = 0.915> 0.349, and at the 0.001 level of significance, rxy: r table = 0.915> 0.554. The correlation coefficient is therefore considered substantial, it might be said. There is a considerable positive link between students' vocabulary competence and their habit of listening to English songs. The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected..

The findings indicate a strong correlation between students' habit of listening to English songs and their vocabulary acquisition. The students' habit of listening to English songs and their vocabulary proficiency in the elevanth grade at MAN 1 Surakarta in the 2022/2023 academic year should have been satisfied in this study. In this instance, it is clear that the kids who have a strong habit of listening to English songs also have great vocabulary skills. However, if children are not actively listening to English songs or have a poor habit of doing so, their level of vocabulary knowledge will be low as well. Consequently, there is a favorable association.

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