

THE ANALYSIS OF THE CORRELATION BETWEEN HABIT IN LISTENING TO ENGLISH SONGS AND GRADE ELEVEN STUDENTS' VOCABULARY ACQUISITION

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ABSTRACT

This research entitled “The Analysis of The Correlation Between Habit in Listening to English Songs And Grade eleven students’ Vocabulary Acquisition At SMA Yadika 8 Bekasi” the aim of the research is to investigate whether or not the correlation between habit in listening to English songs and grade eleven students’ vocabulary acquisition. The total number of sample is 24 students in class XI IPA 4, it was taken using *cluster random sampling*. The location of this research was SMA Yadika 8 Bekasi. The research methodology adopted was *correlational method*, and the research design was *Expost facto design*. To collect the data, the students were given objective test and questionnaire, each 30 and 20 items. The data was analyzed by SPSS 24 Pearson’s product moment correlation. It showed that $R_{xy} = 0,593$ is higher than the critical value r_{table} (at the significant of 5% and df is $24 - 2 = 22$), namely 0,432. It means that there is significant correlation between habit in listening to English songs and grade eleven students’ vocabulary acquisition.

The key words: *Habit, listening, song, vocabulary acquisition*

Introduction

In Indonesia, English has been introduced since preschool to university students. But, the performance of senior high school students, viewed in national exam result 2016, is not sufficient. (“hasil ujian nasional 2016”, 2016), There was a decrease score in English subject at 2,84 compared previous year (p.16). The factor most directly related to the low results of the national exam on senior high school students is reading.

Reading is the main material in the senior high school national exam. The causes of low reading, there are several factors. Anderson (2011) explained “pure reading performance is most directly linked to a child's success with five early literacy skills, alphabetic principle, phonemic awareness, fluency, comprehension and vocabulary”(para.1).

Vocabulary has an important role in Language. Richard & Renandya (2002) stated that, "Vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, write and read" (p.255). It means that students will not be able to express their feelings, idea, or thoughts orally, if they do not have sufficient strong of words in their mind. Graves pointed, "the ideal size ideally possessed by beginners is 2500 up to 5000 words to support the learning of any language" (as cited in Ma'sum, 2012, p.20).

Song is one of the alternative way to increase vocabulary. Wrenshall stated that, "there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well" (in Burhayani, 2013, p.69). It means by listening songs, the students can acquire new vocabularies, know how to pronounce well and can make them enjoy themselves. If the students listen to English songs continuously in their daily life, it means their habit.

According to Frankhauser and Dominique (2016), "habit can be defined as a sequence of acts that have become automatic in certain situation" (p.109). By having habit in listening English songs, the students will be able to improve their vocabulary because while listening to English songs, automatically they will also memorize the lyrics. If they find some difficult words, they will try to look up the dictionary to find the meaning.

The previous relevant researches as follows: The first, Sari (2013) revealed that there is a positive correlation between student's ability in listening to the English songs and their vocabulary. The second, Dea (2013) revealed that there is significant correlation between the students' frequency of listening English song and their vocabulary achievement. The third Meautia (2013) concluded that there is a positive correlation between habit in listening to English songs and vocabulary mastery toward listening skill. Those researches have been empirically proved that habit in listening to English songs has significant correlation with students' vocabulary.

Based on the explanation above, the writer was encouraged in conducting a research entitled the analysis of the correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition at SMA Yadika

8 Bekasi. It aimed to find out whether or not the correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition at SMA Yadika 8 Bekasi.

Method

Hypotheses

To find out whether or not the correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition, the hypotheses are formulated as follows:

1. Null Hypothesis (H_0)

There is no significant correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition at SMA Yadika 8 Bekasi.

2. Alternative Hypothesis (H_a)

There is significant correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition at SMA Yadika 8 Bekasi.

Research Design

In this research, the writer used *ex post facto* where the research was carried out without giving treatment to the subjects.

Participants

The writer took the population all of grade eleven students of SMA Yadika comprising 180 students, seated in 6 classes in academic year 2016/2017. To determine the sample of this research, the writer used *Cluster Random Sampling technique*. From this technique, it found that the sample of the research was class XI IPA 4 which consisted of 24 students.

Variables and Measure

1. Independent variable is habit in listening to English songs. The writer used some indicators as a basic assessment. It is taken from the questionnaire with some indicators as follows:
 - a. Students like listening English song.

- b. Students are always interested with activity about English song.
 - c. Students find satisfaction when listening English song.
 - d. Students have habit in listening English song.
 - e. Students have some considerations about their habit in listening English song.
2. Dependent variable is Vocabulary Acquisition. The writer used some indicators as a basic assessment. It is taken from the vocabulary test with some indicators as follows:
- a. Students are able to use words in context.
 - b. Students are able to give exact definition of word.
 - c. Students are able to indicate the words having the same meaning.
 - d. Students are able to indicate words having different meaning.
 - e. Students are able to fill in the blanks space with the correct words provided.

Validity and Reliability

To get a good test, each instrument was measured in term of its validity and reliability. The instrument was vocabulary test and Questionnaire each 50 and 20 items. the writer used Ms. Excel, point biserial. In order to make each statistic can be done more effectively Each item was analyzed its validity using Pearson product moment correlation coefficient and reliability using Alpha Cronbach formula. As addition vocabulary test items were also analyzed their difficulty index and discrimination power using Microsoft Excel. From this analysis, it obtained 30 valid items of vocabulary test and 20 valid items of questionnaire which were used to take the data in the sample class.

Procedure

1. Planning, before conducting the research, the writer formulated the hypothesis based on some related theories. Constructing blueprint and specifying the indicators of the variables to be developed into question items, conducting tryout, analyzing the instruments in terms of validity, reliability, discrimination power and index of difficulty.

2. Collecting data, the collecting data was taken from instrument test and questionnaire.
3. The Data Analysis, the data collected from the sample class. Data analysis adopted Pearson's product moment of correlation and t test, after they have fulfilled the pre requisite analysis of normality and reliability.
4. Reporting, the research findings were reported and written based on the formal frame of writing.

Result

1. Pearson product moment of correlation, The result of data analysis is presented as follows:

Table 1: Correlations

		Listening_habit	Vocabulary_acquisition
Listening_habit	Pearson Correlation	1	,593**
	Sig. (2-tailed)		,002
	N	24	24
Vocabulary_acquisition	Pearson Correlation	,593**	1
	Sig. (2-tailed)	,002	
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed)

The calculation shows that sig. value is 0,002. The significant value 0,002 is lower than α 0,05, it means H_0 is rejected and H_a is accepted. r_{xy} also can be used to find out whether or not the correlation between variable X and Y, comparing with r_{table} . $r_{xy} = 0,593$ is higher than the critical value $r_{table} = 0,432$ (at the significant of 5% and df is $24 - 2 = 22$). it means H_0 is rejected and H_a is accepted. So, it can be concluded that there is significant correlation between variable X (habit in listening to English songs) and variable Y (vocabulary acquisition).

2. T test, The result of data analysis is presented as follows:

Table 2: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-79,498	41,915		-1,897	,071
	Listening_habit	2,249	,651	,593	3,454	,002

r

From the table above shows, sig. value is 0,002. The sig. value 0,002 is lower than α 0,05, it means H_0 is rejected and H_a is accepted. The result of $t_{observed}$ from the table above obtains 3,454 higher than t_{table} 1,717 (at the significant of 5% and df is $24 - 2 = 22$). , it means H_0 is rejected and H_a is accepted. So, it can be concluded that there is significant correlation between variable X (habit in listening to English songs) and variable Y (vocabulary acquisition).

Discussion

The research was conducted by the writer in SMA Yadika 8 Bekasi in the academic year of 2016/2017, involving 24 students of the grade eleven in the sample class, showed that there is significant correlation between habit in listening to English songs and grade eleven students' vocabulary acquisition. The test was made clearly by the result of calculation using Pearson product moment correlation statistic IBM SPSS 24.

The correlation occurred because the assumption of the better of X (habit in listening to English songs) and Y (vocabulary acquisition). However, there were some students who got low score in X (habit in listening to English songs) and high score in Y (vocabulary acquisition) or vice versa. Nevertheless, it was individual cases which could not be generalized. Although occurrence such individual cases, the research proved that habit in listening to English songs had correlation on grade eleven students' vocabulary acquisition at SMA Yadika 8 Bekasi

Habit in listening to English songs can help the students to acquire vocabulary. Murphy said that “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” (cited in Millington, 2011). Moreover, Millington (2011) added that “songs can provide the opportunity for vocabulary practice”. Meanwhile Zatnikasari (2008) stated that, “song is also effective to make the students to remember the word easily and feel more motivated in the class because they learn in interesting way” (as cited in Dea, 2013).

Based on the explanation above, it can be concluded that habit in listening to English songs contributes to vocabulary acquisition. In other words, there is positive correlation between habit in listening to English songs and vocabulary acquisition. Then, it also means that students’ habit in listening to English songs will be followed by the improvement of students’ vocabulary acquisition.

Conclusion

According to the investigation conducted by the writer, it can be concluded that habit in listening to English songs is proven as one of the factors that correlate grade eleven students’ vocabulary acquisition at SMA Yadika 8 Bekasi. Based on the background of the problem, theoretical foundation, and result of the data calculation, it can be delivered some points.

First, students who have habit in listening to English songs show more positive result on their vocabulary acquisition. Second, habit in listening to English songs can make the students memorizing vocabulary easily. Third, habit in listening to English songs also proved to be one of the effective ways to build a solid foundation on students’ vocabulary acquisition.

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