

The Correlation between Listening Habits to English Songs and Vocabulary Mastery of the First Year English Study Program Students of FKIP Universitas Riau

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Abstract

This research investigates the correlation between listening habits to English songs and vocabulary mastery of the first-year English Study Program students of FKIP Universitas Riau. English songs are increasingly popular and serve as an engaging medium for language learning, offering repeated exposure to new vocabulary, improved pronunciation, and contextual understanding of words. Students with developed listening habits to English songs are less likely to feel unfamiliar with new vocabulary due to frequent exposure. This study employed a quantitative method with a correlational design, utilizing a questionnaire and vocabulary test for data collection. The Pearson Product-Moment formula, processed via SPSS, revealed a correlation coefficient of 0.714, indicating a high correlation. The null hypothesis (H_0) was rejected, confirming a significant relationship between the two variables. These findings underscore that there is a high correlation between listening habits to English songs and vocabulary mastery of the first year English Study Program students of FKIP Universitas Riau.

Keywords: Correlation, Listening Habits to English Songs, Vocabulary Mastery



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INTRODUCTION

Language serves as a vital tool for communication, enabling individuals to express ideas, share knowledge, and connect across cultural and geographical boundaries. English, as one of the most widely spoken languages, holds a pivotal role in today's globalized world. Recognized as the official language of numerous countries and the medium of instruction in international organizations, English facilitates global interactions in education, business, politics, society, and technology. According to Ilyosovna (2020), over 350 million people worldwide use English as their first language, while an additional 430 million rely on it as a secondary means of communication. With English speakers present in nearly every country, its global significance is indisputable. In mastering English, students must acquire proficiency in four key language skills: listening, reading, speaking, and writing. Additionally, they need to develop competence in language components such as pronunciation, grammar, vocabulary, and spelling, as these elements are interconnected. Among these skills, listening is foundational. Sadiku (2015) describes listening as a complex activity that enhances understanding during communication. It involves more than merely hearing; listening entails actively receiving and processing words to construct meaning. Tyagi (2013) emphasizes listening as a psychological process comprising a sender, a message, and a receiver, whereby individuals respond to verbal and nonverbal cues to interpret and understand messages. Repeated exposure to listening activities fosters the development of habits. Fleetwood (2021) defines a habit as a regularly performed behaviour or action that eventually becomes automatic. Habits form through repetitive actions and can evolve into routines performed with little conscious effort. In the context of language learning, listening habits play a significant role in improving language proficiency.

Songs, as an accessible and engaging medium, have become integral to people's lives. English songs, in particular, often attract students, prompting frequent listening. This repeated exposure not only enhances their familiarity with the language but also aids in vocabulary mastery. Students who regularly listen to English songs are more likely to recognize and recall new words, improving their overall comprehension. As Aguirre et al. (2016) note, incorporating songs in language learning enables students to learn new vocabulary and enhances their mastery of the language. Listening to English songs contributes to vocabulary mastery by introducing new words, refining pronunciation, and providing contextual examples of word usage. Schoepp (2001) highlights the educational value of songs, emphasizing their potential to enrich vocabulary mastery when integrated into language lessons. The rhythm and repetition in songs make it easier for learners to memorize words and understand their application in everyday contexts. Consequently, students with robust vocabulary mastery are better equipped with language skills such as speaking, writing, reading, and listening, as Langan (2001) argues. Vocabulary proficiency serves as a cornerstone for effective communication and academic success. Recognizing the significant role of vocabulary in English language learning, this study focuses on the relationship between listening habits to English songs and vocabulary mastery. A preliminary survey conducted with first-semester English Study Program students of FKIP Universitas Riau revealed that many students adopt innovative approaches to improving their vocabulary, with listening to English songs being a popular choice. These songs not only entertain but also expose students to diverse vocabulary, which they leverage to enhance their overall language skills.

RESEARCH METHODS

The research method used is quantitative research with correlational design. The population of this research consisted of first-year English Study Program students of FKIP Universitas Riau. These students, from the batch 2023, were in their second semester and divided into three classes: Class A with 38 students, Class B with 40 students, and Class C with 38 students, totaling 116 students. The researcher employed a cluster random sampling technique to select the sample, designating Class A as the try-out class and Class B as the main research class. To collect data, the researcher utilized two instruments: a questionnaire and a written test consisting of multiple-choice questions. The questionnaire was developed based on Murphey's (1992) theory and included 25 close-types items, comprising both positive and negative statements. The responses were scored using a Likert scale. For the vocabulary test, the researcher referred to Ur's (1996) theory, designing the test in the format of multiple-choice questions. Then, the data were processed and analysed by using IBM SPSS 25 to determine whether there is a correlation between the two variables or not.

RESEARCH RESULTS AND DISCUSSION

The findings of this study can be analyzed in three parts. The first pertains to the results of the students' responses to the questionnaire on their listening habits to English songs. The second involves the outcomes of the students' vocabulary test responses. Lastly, the third focuses on the hypothesis testing results regarding the relationship between listening habits to English songs and vocabulary mastery. The data were processed and analysed by using IBM SPSS 25. The first part to be discussed is the analysis of students' responses to the questionnaire on listening habits to English songs.

Table 1. Descriptive Statistics of Listening Habits to English Songs

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation

Listening Habits to English Songs	40	38	42	80	73	7.257
Valid N (listwise)	40					

The table above presents descriptive statistics related to listening habits to English songs. The data indicates a score range of 38, with a minimum score of 42, a maximum score of 80, a mean of 73, and a standard deviation of 7.257. The second part to be discussed is the students' vocabulary mastery. To get this data is with a vocabulary test.

Table 2. Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	40	37	60	97	86	7.057
Valid N (listwise)	40					

Table above shows descriptive statistics of vocabulary mastery. It shows that the range scores of vocabulary mastery was 37, the minimum score was 60, the maximum score was 97, the mean was 86 and the standard deviation was 7.057. The last part focuses on the hypothesis testing results regarding the relationship between listening habits to English songs and vocabulary mastery.

Table 3. Correlation Analysis

Correlations			
		Listening Habits	Vocabulary Mastery
Listening Habits to English Songs	Pearson Correlation	1	.714**
	Sig. (2-tailed)		.000
	N	40	40
Vocabulary Mastery	Pearson Correlation	.714**	1
	Sig. (2-tailed)	.000	
	N	40	40

Based on the SPSS analysis presented in the table above, the correlation coefficient between listening habits to English songs and vocabulary mastery is 0.714. Referring to Sugiyono's (2019) interpretation of correlation levels, a correlation coefficient between 0.71 and 0.90 indicates a high correlation. Consequently, the null hypothesis (H_0) is rejected, confirming a significant high correlation between listening habits to English songs and vocabulary mastery of the first-year English Study Program students of FKIP Universitas Riau. To further examine the nature of the correlation, the researcher determined whether it was positive or negative. According to Fenton and Neil (2012), a correlation coefficient greater than 0 and closer to +1 indicates a positive correlation, whereas a coefficient less than 0 and closer to -1 reflects a negative correlation. With a coefficient of 0.714, the study concludes that the correlation between listening habits to English songs and vocabulary mastery is positive. This implies that as students' listening habits to English songs increase, their vocabulary mastery improves correspondingly.

Discussion

The discussion is divided into two parts: a summary of the data for each variable and an analysis of the correlation and conclusions. The first variable examined in this study is the listening habits to English songs. The data for this variable were obtained from a questionnaire. The students' average score for listening habits was 73, which, according to Sugiyono's (2014) classification, falls under the "high" category. This indicates that the first-year English Study Program students of FKIP Universitas Riau exhibit a high level of listening habits to English

songs. The second variable is vocabulary mastery, with data collected through a vocabulary test. The mean score for students' vocabulary mastery was 86, classified as "very good." This finding demonstrates that the first-year students of FKIP Universitas Riau possess very strong English vocabulary skills.

The second part of this discussion focuses on the correlation analysis and hypothesis testing to answer the research question: Is there any significant correlation between listening habits to English songs and vocabulary mastery of the first-year English study program students of FKIP Universitas Riau? The correlation coefficient between listening habits to English songs and vocabulary mastery is 0.714. According to Sugiyono's (2019) interpretation of correlation levels, this value is categorized as a high correlation. Consequently, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. These findings align with previous studies. For instance, Meutia (2014) observed a positive correlation between listening habits to English songs and vocabulary mastery, emphasizing that regular listening habits can enhance students' vocabulary skills. Similarly, Kamil (2024) found a significant positive correlation between listening to English pop songs and vocabulary proficiency, suggesting that students who consistently listen to English pop songs tend to have better vocabulary mastery. This highlights the effectiveness of English songs as a tool for vocabulary acquisition and listening skill development. Furthermore, Musdalifah et al. (2024) identified a strong correlation between listening to songs and vocabulary mastery among students learning English as a foreign language. Bawawa (2020) also noted that using songs in teaching vocabulary increases students' interest and engagement in learning English. According to students' feedback, songs not only make the learning process enjoyable but also help them memorize vocabulary more effectively. In conclusion, this study confirms that students with strong vocabulary mastery typically have good habits of listening to English songs. The findings substantiate the existence of a significant correlation between listening habits to English songs and vocabulary mastery of the first-year English Study Program students of FKIP Universitas Riau, demonstrating the potential of English songs as a valuable resource for language learning.

CONCLUSION

From the results of this study, the questionnaire data analysis revealed that the first-year English Study Program students of FKIP Universitas Riau exhibit a very high level of listening habits to English songs, with an average score of 73. The vocabulary test data analysis also showed that these students possess a very good level of English vocabulary, achieving an average score of 86. Finally, the correlation analysis revealed a coefficient of 0.714, leading to the rejection of the null hypothesis (H_o) and confirming a significant high correlation between listening habits to English songs and vocabulary mastery. Furthermore, with a coefficient of determination of 0.51, it can be inferred that listening habits to English songs account for 51% of the variation in students' vocabulary mastery, while the remaining 49% is attributed to other factors.

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