THE RELATIONSHIP BETWEEN LISTENING HABIT TO ENGLISH SONG AND LISTENING COMPREHENSION OF JUNIOR HIGH SCHOOL STUDENTS (A STUDY AT VIII GRADE STUDENTS AT SMP AL-HASANAH JAKARTA)

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Abstract: This research aims to discover the relationship between the independent variable X (Listening Habit to English song) and the dependent variable Y (Listening comprehension). The hypothesis was tested a significant relationship between students' listening habit to English song and listening comprehension. The subject of the research was 30 students of the VIII grade students at SMP Al-Hasanah Jakarta. The method used in this study was quantitative approach. The data of this research were gathered from listening habit to English song questionnaire and listening comprehension test. The researcher used Pearson's Product Moment Correlation. The result of analysis shows that data of the two variables have normal distribution using Lilliefors test. The result of normality of the data distribution (X) $L_o = \underline{0.119}$ is smaller than $L_t = \underline{0.161}$. In scattered diagram, it can be seen that the score has the straight line and linear. From the data analysis, it is known the result of r- observe = $\underline{0.39}$ is bigger than r- table = $\underline{0.361.}$ As $r_o > r_t$ it can be said that H_o is rejected and H_i is accepted. So, there is a significant relationship between listening habit to English songs and listening comprehension of eighth grade students at SMP Al- Hasanah Jakarta. Practically through this study the writer hoped that her research will be useful for those who concerned with English teaching especially in teaching listening comprehension through English songs. It can become input to all English teaching to develop better ways of English teaching program.
Keywords: *Relationship, Listening Comprehension, Listening Habit to English Song*

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara variabel bebas X (Kebiasaan mendengarkan lagu berbahasa inggris) dan variabel terikat Y (pemahaman mendengar). Hipotesis ini menguji tentang hubungan yang signifikan antara kebiasaan siswa mendengarkan lagu berbahasa inggris terhadap pemahaman mendengar. Subjek penelitian adalah 30 siswa kelas VIII di SMP Al-Hasanah Jakarta. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif. Data didapatkan berdasarkan angket dan tes. Peneliti menggunakan Pearson's Product Moment Correlation. Hasil analisis menunjukkan bahwa data dari dua variabel memiliki distribusi normal menggunakan uji Lilliefors. Hasil dari normalitas distribusi data (X) Lo = 0,119 lebih kecil dari Lt = 0,161. Dalam diagram yang tersebar, dapat dilihat bahwa skor memiliki garis lurus dan linear. Dari analisis data, diketahui hasil robservasi = 0,39 lebih besar dari rtabel = 0,361. Karena dapat dikatakan bahwa Ho ditolak dan Hi diterima. Jadi, ada hubungan yang signifikan antara kebiasaan menyimak dengan lagu-lagu berbahasa Inggris dan mendengarkan pemahaman siswa kelas delapan di SMP Al-Hasanah Jakarta. Praktis melalui penelitian ini penulis berharap bahwa penelitiannya akan berguna bagi mereka yang tertarik dalam pengajaran bahasa Inggris khususnya dalam pengajaran pemahaman melalui lagu-lagu berbahasa Inggris. Ini bisa menjadi masukan untuk mengembangkan program pengajaran bahasa Inggris.

Listening is more than hearing the words. It is an active process to hear oral symbol with full attention. According to Wilson (2008), the primary purposes of human listening, then, are information-gathering and pleasure, though there are other reason, such as empathy, assessment and criticism. It also is a skill that need concentration on comprehending informations. In listening comprehension, the psychomotor process of sound waves through the ear and transmitting nerve impulses to the brain (Brown, 2001). Buck (2001) also sated that listening comprehension is a process, a very compex process to be measured.

Listening is one of the skill that will be tested in order to graduate for junior high school in Indonesia. But many students still find difficulties in answering the question test. Flowerdew and Miller (1996) assumed that the problem of students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. While Yagang (1994) stated that, the problems in listening were accompanied with the four following factors: the messages, the speaker, the listener, and the physical settings.

To improve student's listening comprehension, students are required to have habit in listening to English song. Butler (1995) believed that habits are automatic routine behaviour that is repeated regularly without thinking. To consider that listening to English songs is a part of his or her habit, he or she will get easiness to acquire English. In other word, as a facility, habit makes someone mastering English quicker. Listening to English songs is of great value to tap the learner's linguistic potentials through enchanting melodies, varying rhythms and image-evoking lyrics, which appeal to multidimensional development of human intelligence (Chen, 2009).

In this research, listening habit to English song is chosen by the researcher. It gives benefits to students. Song is enjoyable and fun. It can be immensely valuable if it exploits creatively to bridge the gap between the pleasurable experience of listening or singing and the communicative of language (Maley, 1994). Song is also highly motivation. Using English songs in EFL classrooms can successfully bring the affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed (Chen, 2009)

There are some researchers who had conducted researches relate to this topic. Among of them, Ekawati (2007) found that students who often listen to English songs are easier in recognize the spoken language from native speaker. Rosyida (2016) looked at students ability in listening with the frequency of listening to English songs found out that there is a significant relation between them. While doing listening test, students can get a better achievement in each components of listening test, such as determining the main idea, finding details information, making inferences and references and also vocabulary. Hidayat (2013) found that in selecting songs for helping students to help them gain learning objectives, the teachers should find the song which is not too fast and understandable. Yet, he believed that replaying songs could overcome this difficulty.

From the finding above, the researcher inspire to conduct a research of the relationship between listening to English songs habit and listening comprehension of the eighth grade students of SMP Al-Hasanah Jakarta. Therefore, the researcher expects that this research will give contribution to the practice of listening teaching and learning in the future.

Literature Review

Listening is an activity in which people dominantly do in every day life. Listening is the most communicative activity in daily life; we can expect to listen twice as much as we speak, four times more then we read, and five times more then we write (Morley, 1991). Listening is not only a process of hearing but also decoding the messages, understanding, and interpreting the spoken language. Underwood (1996) defines listening as the activity of paying attention to and trying to get the meaning from something.

Listening is one of language skill that need concentration. It is the psychomotor process of sound waves through the ear and transmitting nerve impulse to the brain (Brown 2001). In other words, listening has a very complex process. Although listening comprehension may sounds like the receptive skills, it does not mean that listening is also a passive activity. Buck (2001) stated that, listening comprehension is the result of an interesting action between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying.

According to Harmer (2001), listening is divided into two kinds: there are extensive listening and intensive listening. Extensive listening is the kind of listening where students can chose the material sources to learn and hear and intensive learning is the kind of listening in where

the students are learning the material in the classroom with teachers. It can be said that, the kinds of listening is divided based on the situation and the place of listening. Wilson (2008) also stated about the type of listening based on the purpose, there are listening for gist, listening for specific information, listening in detail, and inferential listening. It can be the standard of listening test. There are also some aspects that need attention and consideration in making listening test. They are phonology, accent, prosodic feature, speech rate, hesitation, and discourse structure (Buck, 2001). These aspects help teachers to consider how far the students' comprehension depends on their grade and also make sure that the test is suitable for them. Afterwards, listening test always use the recording of native speakers' voice, so Nation and Newton (2009) suggested to the teachers to expose the students to different languages varieties, to they are not only hear the teachers voice.

Listening is an activity to hear something attentively to get some information from the speaker. Then, English song is kind of song which is enjoyed by many people especially for students because it contains simple lyrics. Beasley and Chuang (2008) cited from Lynch stated that music can improve listening comprehension skill in EFL learners by exposing them to new vocabulary, idioms, expressions, and accent.

There are some researchers who had conducted researches relate to this topic. Most researchers conducted the researches on students' listening comprehension based on the students' habit of listening to English songs. Among them, Rosyida (2006) did the research to find out whether there is a significant relationship of students' frequency of listening to English song and students' listening achievement. In her research, she found that the two variables have the significant relationship. Meutia, et; all (2012), found out that listening to English song does influence the listening skill based on students habit of listening to English songs. Nourmawati and Murdibjono (2010), found the students' opinion of listening habit to English songs. Based on the questionnaire, 100% students stated that they like learning listening through songs.

From finding above, it is inspiring the researchers to conduct the research to know whether there is a significant relationship between students listening habit to English song and their listening comprehension for the eighth grade students at SMP Al- Hasanah Jakarta. The result of this research hopefully will help the teachers to consider more about the method in teaching English especially in listening comprehension. So that, the researcher conduct a research entitled, "*The Relationship between Students' Listeninh Habit to English Songs and Students' Listening Comprehension.*"

Research Methodology

The objective of this research is to know whether or not there is a relationship between listening habit to English songs and listening comprehension on the eighth grade students of SMP Al- Hasanah Jakarta. The writer has done the research in SMP Al- Hasanah Jakarta on Jl. Daud Rawa Belong Sukabumi Utara Jakarta Barat.

The population of the research was taken from the students on the eighth grade students at SMP Al- Hasanah West Jakarta, consisting three classes namely VIII A, VIII B, and VIII C. There are 90 students from them. The writer took 30 students of eighth grade students randomly as sample. This research consist of two variables, they are independen variables and dependent variables. The independent variable (X) is listening habit to English song and the dependent variable (Y) is students' listening comprehension.

In this research there are two variables were tested, they are independent and dependent variables. The independent variable (X) is listening habit to English song and the dependent variable (Y) is students' listening comprehension. The two variables were analyzed in order to get data that can be proved to answer the research question.

The hypothesis of this research is as follows:

H_i :   There is a positive relationship between students' listening habit to English song and listening comprehension on the eighth grade students of SMP Al- Hasanah Jakarta

H_o :   There is no relationship between students' listening habit to English song and listening comprehension on the eighth grade students of SMP Al- Hasanah Jakarta.

The method used in this research was involved a correlation technique. In data processing, the formula of Pearson Product Moment was used in order to know the relationship between students' listening habit to English song and listening comprehension by considering the scores of both tests that had given. The instruments used in this research were listening habit to English song questionnaire and listening comprehension test.

1. The listening English song questionnaire was given to get information on the students' listening habit to English songs. The questionnaire consisted of 20 items with 4 possible answers. Each respond was scored in scale 1-4. Therefore, the theoretical score of the responses was 80.

The Scoring of Questionnaire
(Listening habit to English songs)

Pernyataan sikap	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
Pernyataan (+)	4	3	2	1
Pernyataan (-)	1	2	3	4

2. The listening test was used to test students' listening comprehension. The test consisted of 20 multiple choice items with 4 options (a, b, c, d) and 5 gap filling of the. The true item is given 1 point and the false answer is given 0 point.

The method used in this research was a correlation technique. In data processing, the formula of Pearson Product Moment was used in order to know the relationship between students' listening habit to English song and listening comprehension by considering the scores of both tests that had given.

The techniques used for analysing the data were:

1. Normality test
   The write used Liliefors to find out the normality test.
2. Correlation analysis
   To analyze data, the writer used "Person's Product Moment" as follow"
   Formula :

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

The explanations:

r   =   person correlation coefficient.
N   =   total number of sample.
X   =   score of X variable (listening habit to English songs).
Y   =   score of Y variable (vocabulary mastery).
X^2 =   the square score of listening habit to English Songs.
Y^2 =   the square score of listening comprehension.

RESULT

Having conducted the research, the writer has gotten two data from two variables. The data were analyzed to find out the relationship between listening habit to English song and listening comprehension. The description of the data as follow:

Descriptive Statistic Listening Habit to English Song (X) and Listening Comprehension (Y)

NO	Statistic	Variable X (Listening Habit to English Song)	Variable Y (Listening Comprehension)
1	Number of sample	30	30
2	Total scores ($\sum X$, $\sum Y$)	1920	2152
3	Total squared score ($\sum X^2$, $\sum Y^2$)	124238	156544

4	Average score ($\overline{X},\overline{Y}$)	64	71.73
5	Standard deviation (s)	7.679	8.667

Frequency Distribution of Listening Habit to English Song (X)

Class of Interval	Frequency
50 – 54	2
55 – 59	6
60 – 64	7
65 – 69	8
74 – 79	5
75 – 79	2
	$\Sigma X = 30$

Frequency Distribution Listening Comprehension (Y)

No	Class of Interval	Frequency
1	56 – 61	5
2	62 – 67	5
3	68 – 73	7
4	74 – 79	4
5	80 – 85	8
6	86 - 91	1

The result of normality test is to know whether the data are normally distributed or not. It will be analyzed with liliefors technique.

The Result for the Normality Test of Listening Habit to English Song (X)

Based on the result of the data computation above, the writer found the highest score (L_o) of the data is 0.119 and the (L_t) of the table for n: 30 on level significance 0.05 is 0.161 it means (L_o) < (L_t), therefore

Listening Habit to English song (X) score	F.kum	Skor Zi	luas Zi dari 0	F(zi)	S(Zi)	|F(Zi) - S(Zi)|
50	1	-2.04	-0.4793	0.0207	0.0333	0.013
53	2	-1.61	-0.4463	0.0537	0.0667	0.013
57	8	-1.02	-0.3461	0.1536	0.2667	0.113
60	12	-0.58	-0.2190	0.281	0.4000	**0.119**
63	15	-0.15	-0.0596	0.4404	0.5000	0.060
67	23	0.44	0.1700	0.67	0.7667	0.097
70	26	0.88	0.3106	0.8106	0.8667	0.056
73	28	1.31	0.4049	0.9049	0.9333	0.028
77	30	1.90	0.4713	0.9713	1.0000	0.029
$\Sigma X = 1920$						

the conclusion is data of listening habit to English song score on the eighth students of SMP Al- Hasanah Jakarta is normal distribution.

**The Result for the Normality Test of Listening Comprehension (Y)**

Listening Comprehension (Y) score	F.kum	Skor Zi	luas Zi dari 0	F(zi)	S(Zi)	|F(Zi) - S(Zi)|
56	1	-1.82	0.4656	0.0344	0.03333	0.0011
60	5	-1.36	0.4131	0.0869	0.16667	0.07977

64	10	-0.89	0.3133	0.1867	0.33333	**0.14663**
68	12	-0.43	0.1664	0.3336	0.40000	0.06640
72	17	0.03	0.012	0.5120	0.56667	0.05467
76	21	0.49	0.1879	0.6879	0.70000	0.01210
80	27	0.95	0.3289	0.8289	0.90000	0.07110
84	29	1.42	0.4222	0.9222	0.96667	0.04447
88	30	1.88	0.4699	0.9699	1.00000	0.03010
ΣY = 2152						

Based on the result of the computation data above, the writer found out that the highest score (L_o) of the data is 0.146 and the (L_t) if the table for n: 30 on level significance 0.05 is 0.161. It means $(L_o) < (L_t)$, therefore the conclusion is data of listening comprehension on the eighth grade students of SMP Al- Hasanah Jakarta is normal distribution

In order to know whether the data is linear or not, the data will be shown based on graphic linearity test.

Scattered Diagram of Listening to English Song Habit and Listening Comprehension
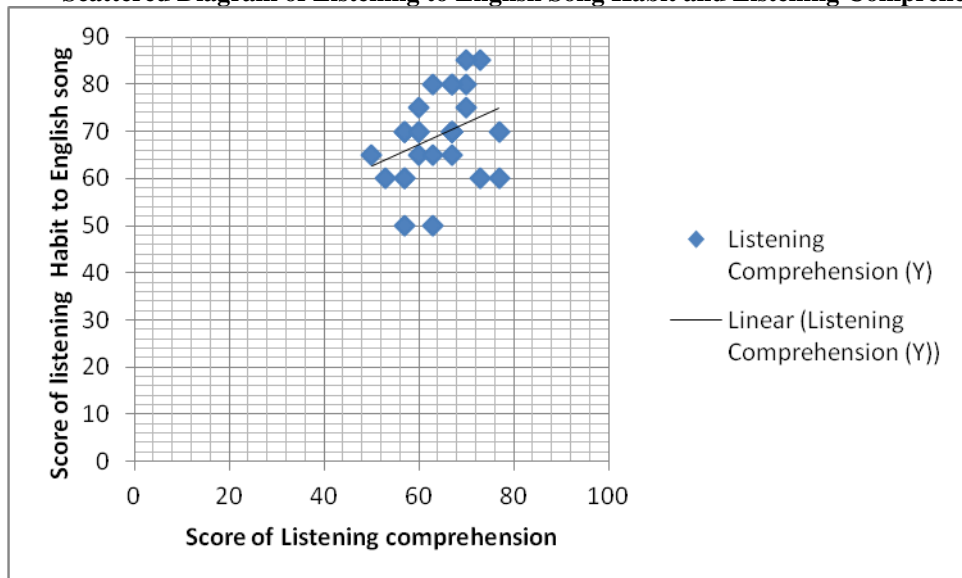
The data found out that the distribution are normal and the correlation is linear. The appropriate technique for correlation analysis is Pearson's product moment correlation.

1)
$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[n.\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

The explanation:

rxy	: Coefficient correlation
n	: Total number of sample
X	: score of variable X
Y	: score of variable Y
Σ	: Total

$$rxy = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n.\sum x^2 - (\sum x)^2][n.\sum y^2 - (\sum y)^2]}}$$

$$rxy = \frac{30\sum 138408 - (1920)(2152)}{\sqrt{[30.\sum 124238 - (\sum 1920)^2][30.\sum 156544 - (\sum 2152)^2]}}$$

$$rxy = \frac{4152240 - 4131840}{\sqrt{[3727140 - 3686400][4696320 - 4631104]}}$$

$$rxy = \frac{20400}{\sqrt{(40740)(65216)}}$$

$$rxy = \frac{20400}{\sqrt{2656899840}}$$
$$rxy = \frac{20400}{51545.12}$$
$$rxy = 0.39\ (39\%)$$

From the computation above, it was found that r_o is 0.39. With the critical value at the 0.05 level significance is 0.361 according to the table of Pearson's Product Moment Correlation.

It can be concluded that: $r_o > r_t = 0.39 > 0.361$, it shows that H_o is rejected (there is no relationship between variable X and Variable Y) and H_i is accepted (there is a relationship between variable X and Y). In other word, based on the data above, it can be proved that there is a relationship between listening habit to English song and listening comprehension at the eighth grade students of SMP Al- Hasanah Jakarta.

Conclusion and Suggestion

From this research, the researcher can get a conclusion that in Pearson Product Moment Correlation, the r value = 0.39 is higher than r table = 0.361. It means that null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted. So, it can be said that there is a significant relationship between listening habit to English song and listening comprehension at the eighth grade students of SMP Al- Hasanah West Jakarta.

It is suggested from the result of this study that teacher can consider song as a good material to improve students comprehension in listening especially in learning English. It expected the students will enjoy the class with authentic and also enjoyable material such as songs. For further researcher, it is also important to the research in more detail or in any other area such as teaching song for vocabulary, writing, reading, etc. So, the result will be able to help in facilitating teaching learning process.

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