

**THE CORRELATION BETWEEN INTEREST IN LISTENING TO
ENGLISH SONGS AND ENGLISH PRONUNCIATION OF THE
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM,
SRIWIJAYA UNIVERSITY INDRALAYA**

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Abstract

The main purpose of this study was to describe whether or not the students' interest in listening to English songs and their English pronunciation have a significant correlation. The method used in this study was a descriptive method. The population of this study was all of the English Education Study Program students of Sriwijaya University Indralaya. There were 172 students and the sample of this study was 85 students: Semester V and VII. Sampling method used in this study was purposive sampling method. The data were collected by means of questionnaire and test. To verify the hypotheses, the data obtained were analyzed by using the correlation analysis. The result of the analysis showed that most of the students who had high interest in listening to English songs had good pronunciation. There was statistically significant correlation between students' interest in listening to English songs and their English pronunciation. The result of correlation analysis was 0.284, with p-value = 0.008. It meant that there was a significant correlation between students' interest in listening to English songs and their English pronunciation.

Key Words: Correlation, English Pronunciation, Interest

1. Introduction

Where there's a will, there's a way. "It is used to mean that if you are determined enough you can find a way to achieve what you want, even if it is very difficult" (Cambridge dictionaries online, 2015). When someone is interested in something, he or she will do anything to get or achieve it. For example, when someone has to decide which study program he should take in a university, he will not choose the study program that does not interest him. The higher the interest of the students to a study program, the higher the possibility it will be chosen by them. In

other words, in order to achieve something more easy, people have to know what their interests are. Everyone had better do something that interests him than to do something unwillingly. It will be an obstacle in his own mind if someone does something uninteresting for him. Ones' interest may influence his activities, career, ability, and other major phases of his daily life, and the result would possibly be satisfying. Thus, interest plays a very important role in humans' life. Since interest is important, people should consider it more and more, especially in the world of education. According to Slameto (as cited in Angmalisang, 2013) learning is more successful when dealing with interest of students. Therefore, never abandon interest, unless the result would be bad.

In humans' daily life, songs are interesting sounds to listen to since they affect their mind. Everyone can feel the peace and happiness just by listening to songs. Start from children up to adults love listening to songs even though they do not know the meaning of the songs. One does not need to be pushed to listen to songs; he or she will listen to songs willingly and happily because they are very interesting for him. Songs are easy to get, you can ask for the copy from your friends. They can also be downloaded from internet by using computer or other gadgets such as hand phone and tab.

Nowadays, English songs are used as a medium in teaching English. English songs can be used in an English class as a medium for teaching and learning. Veronika (2007) claims, songs have a place in the classroom for helping create that friendly and co-operative atmosphere for language learning, but they can offer much more. She also mentioned the idea that songs are effective tool in education. In other words, English songs are very interesting and helpful learning media, especially for English Education Study Program students.

Pronunciation is one of the problems faced by students in learning English as a foreign language. Cowie (1983) states that pronunciation is the way in which a word is pronounced. In other words, pronunciation is very important. However, learning to pronounce English words is not easy, many students get difficulties in

learning pronunciation because English is not their native language. But, when they sing English songs, it seems that pronouncing English words is not difficult for them. Whether it is consciously or not, when people listen to English songs, they will pay attention to the way the singer pronounces the words. In addition, in order to sing a song well people should be able to pronounce every single word in the lyric as well as the singer does. Unintentionally, people who often listen to English songs will also be accustomed to the words they listen. They will follow the way the singer pronounces the words in English songs they have listened when they are speaking English with other people. Murphey (1992) states, songs can help young learners improve their listening skills and pronunciation; therefore they potentially help them to improve their speaking skills. In other words, English songs are very useful not only for amusement, but also for helping students to improve their pronunciation.

Students' interest in listening to English songs will help them to increase their will of learning English. Haghverdi and Abdpur (2013) state, in order to maintain students' interest in language learning when English is not seen as an important factor for their needs, teachers have to find creative ways to teach language and expand student's motivation to learn the language. In other words, the higher students' interest the higher their will of learning. Therefore, students' interest in learning should be concerned, not abandoned. English songs can be interesting media to use in English teaching and learning process that will increase students' will of learning.

Interest is a feeling of wanting to learn more about something or to be involved in something (Interest, 2015). Cronbach (1990) also describes and emphasizes that interests fall under the heading of personality besides motives, beliefs and attitudes, and so on. This pattern would be more clearly understood from its definition in Webster Dictionary (1998) as it defines, "Interests is a feeling of intentness, concern or curiosity about something (such as an interest in politics), the power of causing this feeling (such as books of interest of children); something causing the feeling (such as the academic interest of scholar)". Murphy and Charles (1991) define an interest as a response of liking. It is identified from affective

response to an object or activity. Furthermore they state that interest is linked to specific activities where the objectives one seek in order to satisfy a need can be obtained.

Hidi (2001, p.192) states, “After we recognized that interest had an important role in readers’ text processing, we focused on gaining a better understanding of the concept of interest and the ways in which it has been investigated.” It means that interest is considered as an important aspect in human’s life. “Interest increases motivation, engagement, and persistence (Schraw, G & Lehman, S, 2009, para. 9).

Some authors had studied about the use of song in education to verify its effectiveness. Murphey (1992), finds that the majority of English language teachers all over the world use or have used song for teaching purposes. In his study, he also finds that songs may be exploited as effectively as any other text. They can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the skills of listening, reading, writing, speaking and translation. The use of songs as material is believed to help introducing the individuals with sounds, stress, and rhythmic patterns, vocabulary, intonation, grammatical and conversational exchanges, (Davanellos & Akis, 1999). Therefore, teachers should consider using music to facilitate the language acquisition process. Coromina (2010), also defends that when students enjoy learning English through songs, they will indirectly make the effort to learn the lyrics of the songs they are listening to. Vernon (2006), also claims that English songs bring energy to the classroom and boost students’ confidence. Fonesca-Mora et al and Qiu (2011, 2006) point out another two functions of English songs in teaching listening: to improve the memory and practice the pronunciation.

Jiang (2004) includes songs in listening teaching for two main reasons: Affective reason and linguistic reason. For affective reason, Jiang says that using English song in class is an effective method since it can create a relaxed and pleasing atmosphere. For linguistic reasons, songs have strong and typical rhythms, which are easy for the students to memorize and they enhance the effect of teaching.

Pronunciation is one aspect that must be learnt by the students if they want to make a good speech. Therefore, good pronunciation is necessary to support the ability to communicate in English orally. Talking about pronunciation, it has close relationship with speaking. When we speak, we produce sounds, rhythm, and also intonation where all of them are aspects of pronunciation (Sheeler and Markley, 1991). Furthermore, Hornby (1989) states that “pronunciation is the way in which a language is spoken or way in which a word is spoken”.

The problem of pronunciation usually appears because the system of the English pronunciation is different from that of learners’ native language system. For example, in Bahasa Indonesia we pronounce the word by following how the words are spelled. However in English, how we spell and how we pronounce the same exactly word is almost totally different.

The writer found some previous related studies which were related to his study. The first one was a study done by Angmalisang (2013) at *SMA Kristen Irene Manado*. The finding of her study was that there was a significantly positive correlation between students’ interest in listening to English songs and their listening ability. She concluded that the higher students’ interest in listening to English songs, the higher their listening ability. The second related study was a thesis written by Jannah (2011). The result of her study showed that there was a positive correlation between students’ interest in listening to English songs and speaking ability. The third related study was the journal written by Haghverdi and Abdpur in 2013. The aim of their study was to examine the effect of song and movie on the language achievement of high school students. The result of this study showed that the implementation of song and movie used in the study had significant effect on student’s language achievement in their listening, reading, vocabulary and grammar. The last, a study by Farmand and Pougharib (2013) which was done in an English institute of Mazandaran province in the year 2012 also showed that the use of English songs had impact on language learners’ pronunciation, and it improved their oral production.

From these previous related studies, it can be concluded that the higher student's interest in learning, the higher their English achievement.

By viewing these related studies, the writer intended to conduct a study entitled *The Correlation between Interest in Listening to English Songs and English Pronunciation of the Students of English Education Study Program, Sriwijaya University Indralaya*. Research question of this study was as follows: Is there any significant correlation between students' interest in listening to English songs and their English pronunciation?

2. Method

The writer conducted a correlative study to describe the correlation between students' interest in listening to English songs and their English pronunciation. The method used was a descriptive method to collect detail information about specific situation. "Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way" (Shuttleworth, 2008, para. 1). There were two variables in this study. They were predictor variable and criterion variable. In this study, the predictor variable was students' interest in listening to English songs, while the criterion variable was students' English pronunciation. To collect the data about students' interest in listening to English songs, the writer used a questionnaire, while for testing the pronunciation the writer used a written pronunciation test.

The population of this study was all the students of English Education Study Program, Sriwijaya University Indralaya in academic year 2014/2015. The writer used purposive sampling due to the need of data collection. Since semester V and VII students had taken Phonology, they were chosen as the sample of this study. They consist of 85 students. The data of this study were collected by using questionnaire and test.

To check if the test and the questionnaire had good content validity, the writer made them in line with the objective of the study. Because the objective of the study

was to find out whether or not there was significant correlation between students' interest in listening to English songs and English pronunciation of the students of English Education Study Program, Sriwijaya University Indralaya, the test focused on students' English pronunciation and the questionnaire focused on students' interest in listening to English songs. In addition, the writer consulted the items on the questionnaire and test to his advisors to ensure that the items on the questionnaire and the test were valid

In order to find out the reliability, the questionnaire and test were tried out to the students who were not the sample of this study. They were English Education Study Program students of Sriwijaya University Palembang Campus. Wallen and Fraenkel (1991) state that the reliability should be at least 0.70 or preferably higher. To find out the reliability of the test, the writer used Pearson Product Moment correlation coefficient. The calculation was done by SPSS Program version 21.0. After calculation, it was found out that the coefficient obtained was 0.719 which is higher than 0.70. It meant that the test was reliable. Meanwhile, in order to know the reliability of the questionnaire, the writer calculated it by using SPSS version 21.0 through Cronbachs Alpha's Formula. The writer found out that the reliability of positive questions on the questionnaire was 0.860 and the reliability of negative questions was 0.915. It can be concluded that the students' answers were consistent. Since the reliability of the questionnaire was higher than 0.70, It meant that the questionnaire was reliable.

To verify the hypotheses, correlation analysis was applied on the result of students' interest in listening to English song and students' English pronunciation. To find out the correlation coefficient of the variables, the raw-score correlation formula (the Pearson's product moment) was used. Afterwards, the result of accounted correlation coefficient was compared to the r-table of product moment in order to determine whether the correlation was significant at the level of significance of $p < 0.05$ with degree of freedom (df) $N-2$. To run the analysis, the writer employed the Statistical Package for Social Science (SPSS) version 21.0 for windows.

3. Result and Discussion

Referring to the objective of the study, the collected data were presented in the data distribution. The data of students' interest in listening to English songs and their English pronunciation were distributed in the form of score.

The writer distributed a set of questionnaire to be answered by the students. Then the answers were rated by using likert-scale, which made it possible for the writer to score the answers. The highest possible score of students' interest was 60, and the lowest was 15. Based on the distribution of students' score from the questionnaire, the writer found that the highest score was 60 and the lowest score was 23. The data distribution of the students' interest in listening to English songs is presented in Table 1.

Table 1. The Score Distribution of the Students' Interest in Listening to English Songs

Class Interval	Category	Frequency	Percentage
46 – 60	Very High	67	78.82 %
31 – 45	High	17	20 %
16 – 30	Low	1	1.18 %
> 15	Very Low	0	0 %
Total		85	100 %

From the table above, it can be concluded that almost all the students have very high interest in listening to English songs. There are 67 students in very high category, 17 students in high category, and only 1 student is in low category.

The scores of the students' English pronunciation

The highest score of students' English pronunciation was 10 and the lowest one was 5.5. The data distribution of the students' English pronunciation can be seen in Table 2.

Table 2. The Score Distribution of the Students' English Pronunciation

Score	Frequency	Percentage
10	55	64.71 %
9.5	11	12.94 %
9	10	11.76 %
8.5	2	2.35 %
8	3	2.53 %
7	1	1.18 %
6	2	2.52 %
5.5	1	1.18 %
Total	85	100 %

Table 3. The Score Category Distribution of Students' English Pronunciation

Category	Score	Frequency	Percentage
High	7.0 – 10	82	96.47 %
Average	5.6 – 6.9	2	2.35 %
Low	5.5 or less	1	1.18 %
Total		85	100 %

From table 2 and 3, it can be concluded that almost all the students have high score in their pronunciation test. There are 82 students in high category, 2 students in average category, and only one student in low category.

In order to verify the hypotheses, correlation analysis was applied. The writer used raw-score correlation formula to find out the correlation between students' interest and the students' English pronunciation.

After the data were analyzed, it was found out that the correlation coefficient was 0.284. The data are shown in table 4.

Table 4
The Correlation between Students' Interest in Listening to English Songs and Their English Pronunciation

Variables		R (Pearson Correlation)	P Sig (2-tailed)
Interest	English Pronunciation	.284	.008

To interpret this study, the value of r-obtained should be consulted to the value of r-table. If the value of r-obtained is higher than value of r table and p (probability) value is lower than 0.05, it means that there is a significant correlation between the variables. On the contrary, if the value of r-obtained is lower than the value of r-table and p value is higher than 0.05, it means that there is no significant correlation between the variables. From the table above, it was shown that the r-obtained (0.284) was higher than value of r-table (0.213). It also showed that p value (0.008) was lower than (0.05). Since the r-obtained was higher than r-table the null hypothesis was rejected, and investigators' alternative hypothesis was accepted. In short, there was a significant correlation between the students' interest in listening to English songs and their English pronunciation. In line with this study, a study done by Angmalisang (2013) at *SMA Kristen Irene Manado* showed identical result. The finding of her study was that there was a significant correlation between students' interest in listening to English songs and their listening ability. She concluded that the higher students' interest in listening to English songs, the higher their listening ability. In line with that, the result of the previous related study written by Haghverdi and Abdpur (2013) showed that the implementation of song and movie used in the study had significant effect on student's language achievement in their listening, reading, vocabulary and grammar. Besides, the result of previous study by Jannah (2011) showed that there was a positive correlation between students' interest in listening to English songs and speaking ability. The last, a study by Farmand and Pougharib (2013) which was done in an English institute of Mazandaran province in the year 2012 also showed that the use of English songs had impact on language learners' pronunciation, and it improved their oral production. From the result of these studies, it can be concluded that interest plays an important role in students' English achievement. The more interested the students are, the better result will be achieved.

Based on the discussion above, the writer believes that students' interest in listening to English songs has a positive effect on their English pronunciation. The higher students' interest in listening to English songs, the better their English pronunciation. However, the result of this study can not be generalized to other students in other places.

4. Conclusion and Remark

Based on the findings and interpretation above, the conclusion is drawn and some suggestions are offered. From the data gathered during the study, it can be stated that almost all students were interested in listening to English songs and they have good pronunciation. Since the obtained r-coefficient (0.284) exceeded the r-table (0.213), it was concluded that both students' interest in listening to English songs and their English pronunciation are related to each other with the significant correlation.

Having read the conclusion above, it means that students' interest in listening to English songs influences their English pronunciation. Since students' interest plays an important role in the learning process, it is suggested to the lecturers to consider using English songs as materials in teaching English, especially pronunciation since English songs give positive effect on students' English pronunciation. Encouraging students' interest will improve their activities and creativities in the learning process. Beside, students will not get bored while learning since they are interested in the lesson. For the students, they can use English songs to learn English pronunciation since English songs give positive effect on their English pronunciation.

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