

The Correlation Between Studnets' Habit In Listening To English Pop Song And Their Speaking Skill

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Abstract

This study aims to determine the correlation between students' habits in listening to English pop songs and speaking ability. Researchers use the correlational method using the correlational method using a quantitative approach. There are two variables in this research. Students' habit of listening to English pop songs as the independent variable (variable X) and students' speaking ability as the dependent variable (variable Y). The students' habits in listening to English pop songs were obtained from the questionnaire, while the students' speaking ability was obtained from the speaking performance test results. The population of this study involved students of SMAN 1 Bukit Sundi in the 2023/2024 academic year consisting of 160 students. Samples were taken using a random sampling technique that is 20% as many as 32 students. From the results of calculating the correlation with SPSS 26, it can be seen that the correlation value is 0.051 which is interpreted as a positive correlation at a weak level. The result of the correlation between students' habit of listening to English pop songs is significantly correlated with speaking skill r_{count} of (0.361) and r_{table} of 0.349. Therefore, the correlation between students' habit of listening to English pop song r_{count} of (0.361) is related to speaking skill and r_{table} (0.349). The results of the correlation between students' habit in listening to English pop song with a significant correlation value with speaking skill r_{count} (0.361) and r_{table} (0.349). Therefore, the correlation between students' habit of listening to English pop song r_{count} (0.361) correlated with the speaking skill (0,539).

Keywords: Students' Habit, English Pop Song, Speaking Skill.

Abstrak

Penelitian ini bertujuan untuk memahami kebiasaan siswa dalam mendengarkan lagu pop bahasa Inggris dan kemampuan berbicara. Peneliti menggunakan metode korelasional dengan pendekatan kuantitatif. Ada dua variabel dalam penelitian ini. Kebiasaan siswa mendengarkan lagu pop Bahasa Inggris sebagai variabel independen (variabel X) dan kemampuan berbicara siswa sebagai variabel dependen (variabel Y). Kebiasaan siswa dalam mendengarkan lagu pop bahasa Inggris diolah kuisioner, sementara kemampuan berbicara siswa diolah hasil tes kinerja berbicara. Populasi penelitian ini melibatkan siswa SMAN 1 Bukit Sundi pada tahun Akademik 2023/2024 yang terdiri dari 160 siswa. Besar sampel yang digunakan dalam penelitian ini adalah 20% dari 32 siswa. Dari hasil perhitungan korelasi dengan SPSS 26, dapat dilihat bahwa nilai korelasinya 0,051 yang diartikan sebagai korelasi positif pada level lemah. Hasil korelasi antara kebiasaan siswa mendengarkan lagu pop bahasa Inggris dengan nilai berkorelasi signifikan dengan kemampuan berbicara r_{hitung} sebesar (0,361) dan r_{tabel} (,349). Maka dari itu, korelasi antara kebiasaan siswa mendengarkan lagu pop bahasa Inggris r_{hitung} sebesar (0,361) berhubungan dengan kemampuan berbicara dan r_{tabel} (0,539).

Kata Kunci: Kebiasaan Siswa, Lagu Pop Bahasa Inggris, Keterampilan Berbicara.

INTRODUCTION

Learning English is one of the most important skill to learn, especially listening and speaking skills. Listening is one of the skills that have an important role in teaching English. Senior High School students have their uniqueness and characteristics that more or less affect the learning atmosphere in the classroom and the selection of learning strategies by the teacher. Unfortunately, listening is one of the talents that receive the least attention in school, despite its importance not just in communication but also in interpersonal interactions. Teachers commonly assume that listening skills evolve

spontaneously in time, similar to breathing. (Kutlu & Aslanoglu, 2009)

Pop songs tend to appeal to young people because of their appealing rhythm, tone, and lyrics. The songs have the power to move people and convey their emotions. Additionally, the singers are well-known, appealing, and attractive. Based on Isnaini & Aminatun, (2021), it is thought that songs can be a highly helpful technique for teaching students of English as a foreign language new English terms and expanding their vocabulary. Introducing a melody in class will sometimes make learning English more fun and imagining. English tunes

are not just fun and fascinating. They are likewise valuable in educating numerous abilities in English. As a few specialists say that music is a well-known medium, and tunes frequently tell a story, and the melody is an excellent vehicle for demonstrating how sentences are related. As a result, by listening to an English melody, students can build competency with the content of the song and educate their ears to be more acquainted with English.

In speaking skill can be marked that a person does not only act as a listener but also able as a respondent or speaker. Speaking is an essential part to communicate with others. In the speaking process, the connection of the speaker and the listener is extremely needed to get the goal of speaking. According to Chaney, (1998), states that Speaking is the process of creating and sharing meaning through the use of verbal and nonverbal symbols in a range of circumstances. Verbal communication happen when the speakers communicate by using gestures, body language or eye contact. Therefore, it can be inferred that speaking is used to express the idea, opinion, emotion or feeling to others in order to inform, to persuade and to entertain. Meanwhile, Cameron, (2002) explain that Speaking is the active use of language to express meaning so that others can understand it. It means, when people speak to others, there is message that they want to deliver. They should have ability to make the other people understand their message by using appropriate words and grammar to convey meaning accurately and precisely hence the listeners of audiences can give feedback or responds. Last, Torkey, (2016) says, Speaking is defined as an interactional skill that involves making communication decisions. It means that speaking is the tool of language to convey information by communication. People can communicate information via speaking. Those with strong communication skills will fare better in the information exchange process than others.

Student habits are understood as the behaviors of reading, taking notes, and forming study groups that students regularly and habitually perform in order to achieve their learning goals. Study habits can be classified as effective or unsuccessful based on how successfully they serve students. study habits can

be classed as effective or unsuccessful. As stated by Poerwodarminto, (1976) defines that habit is something that is usually done or a tradition. It means that habit is something that is normally done and done repeatedly for the thing. Similarly, Depdikbud, (1989) defines that habit as a form to do response for specific situation was learning of some individual that do repeatedly for the same thing. Tampubolon, (1990) says, habit is an attitude or a activity whether physical or mental, which has been ingrained in a person. A habit is not only formed in a short time, but the formation is a process that requires a relatively long time.

Based on information above, The researcher found students' difficulty in speaking when teaching at SMAN 1 Bukit Sundi, some students still lack an understanding of English. Therefore the teacher used the method of listening to English Pop Songs and asking students to pronounce the vocabulary that they heard while listening to some English Pop Songs. They used their ears to receive individual sounds. When paying attention to English tunes turns into a propensity for the understudies, they will feel new to the new words they hear because they presumably at any point pay attention to the word in the melodies.

METHODS

This research is correlational research. The researcher will use correlational design because it is correlation between two variables. It means that the design of this research is correlation between students' habit in listening to English pop song and their speaking skill. The reason researchers use quantitative research because it is suitable for use in research that will observe phenomena that can be qualified. In general, quantitative research is intended to describe a phenomenon or understand its pattern in a measurable way. Quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using SPSS as a calculation test tool. The aim of this study is to know the relationship between students' habit in listening to English pop song and their speaking skill. Bostley, (2019) explains that research design always determines the kind of analyses to be performed in order to achieve the desired

outcomes. It articulates what data is required, what methods will be utilized to collect and assess the data, and how it will answer the research objectives.

FINDINGS AND DISCUSSION

As a relust of this thesis, the researcher wants to find the correlation between students' habit in listening to English pop song and their speaking skill at SMAN 1 Bukit Sundi. To obtain the data, the researcher used questionnaire and speaking performance test as the research instruments. The questionnaire gave to 160 students of grade twelve and the speaking performance test was administered to 20% of the 160 students, totaling 32 students who served as the sample for this study. The first instrument is students' habit in listening to English pop song questionnaire adopted from Putri, (2019), 20 questions on this questionnaire where there are 5 statements on each questions. The questionnaire used five Likert scale. Strongly Agree (SA), Agree (A), Netral (N), Disagree (D), and Strongly Disagree (DA) where SA statements was given a value of 5, A was given a value 4, N was given a value 3, D was given a value 2, and SD was given a value of 1. In addition, speaking performance test as the second instruments adapted from Prima Sari & Br Sembiring, (2019), with a total 4 statements, where the speaking performance test consist of Poor = 1, Fair = 2, Good = 3, Excellent = 4.

Table 4.3 Pearson Correlation

		Correlations	
		Students' habit in listening to English pop song	Speaking skill
Students' habit in listening to Eenglish pop song	Pearson Correlation	1	.051
	Sig. (2-tailed)		.782
	N	32	32
Speaking skill	Pearson Correlation	.051	1
	Sig. (2-tailed)	.782	
	N	32	32

Based on the researcher findings above, the hypothesis in this research had significant correlation between students' habit in listening to English pop song (X) and their speaking skill (Y), where the data anayzed Pearson Correlation show that students' habit in listening to English

pop song significantly correlated r_{table} (0,349) and speaking skill r_{count} (0,361). From the comparison of all r_{count} with r_{table} in this hypothesis testing show the result of all that $r_{count} >$ than r_{table} . It means that Null Hypothesis (H_0) in this research was rejected and Alternative Hypothesis (H_a) was accepted.

CONCLUSION

The purpose of this study was to determine whether there is a significant correlation between students' habit of listening to English pop songs and their speaking skill at SMAN 1 Bukit Sundi, Solok. The researcher wanted to see if there was a link between students' listening habits to English pop songs and their speaking abilities at SMAN 1 Bukit Sundi in Solok. This is a correlational study. In this study, the researcher collected quantitative data by administering a questionnaire to students about their listening habits to English pop songs and administering a speaking performance test to the students. Based on the research result, analysis result, and previous discussion, it can be concluded that it was found that there is positive correlation between students' habit in listening to English pop song and their speaking skill at SMAN 1 Bukit Sundi with 0,051 and sig. value of 0,782.

There is a correlation between students' habit of listening to English pop song and their speaking skill is considerable. r_{count} of (0,361) and r_{table} (0,349). Therefore the correlation between students' habit in listening to English pop song r_{count} of (0,361) is related to speaking skill r_{table} (0,349). The result of the correlation between studnets habit in listening to English pop song with a significant correlation value with speaking skill r_{count} (0,361) and r_{table} (0,349). Therefore, hypothesis alternative in this research was accepted.

SUGGESTION

Based on the finding of the research, the researcher thesis have several suggestion for teachers, students and for the next researcher. For teacher, Students' practice of listening to English pop songs at SMAN 1 Bukit Sundi has contributed to understanding listening for teachers. As a result, it is beneficial for the teacher to try collaborating specific strategies to

improve their listening. For students, students found it difficult to understand what the speaker stated when listening. Then, practicing a lot of listening can help them enhance their listening skills. For future researchers, It is crucial for future researchers to understand the theories of listening well of many experts' theories, yet there are some features that they never learn. It is also critical to ensure that the students have already learned and grasped the listening and speaking skills that will be assessed, so that the exam results are more relevant and reliable.

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