

## STUDENTS' LISTENING HABITS TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY

Yeyen Y. Muntuan, Virginia Gabrella Sengkey\*

Universitas Klabat, Universitas Klabat

yeyenmuntuan97@gmail.com, virginia.sengkey@unklab.ac.id

\*Corresponding author

Article History		
First Received: (January 27, 2024)	Revised: (March 6, 2024)	Accepted: (March 18, 2024)
Final Proof Received: (March 28, 2024)	Published: (March 30, 2024)	

### ABSTRACT

This study intended to determine the level of students' listening habits to English songs and their level of vocabulary mastery. In addition, this study also aimed to determine whether there is a significant correlation between students' listening habits to English songs and their vocabulary mastery. This study was quantitative, and the research design used was correlational. The instrument used in this study was a questionnaire adapted from Yi-Chun Chen cited in Setia (2022), and the vocabulary test was adapted from Nation cited in Setia (2022). This research included 63 grades VII, VIII, and IX students at a public junior high school in Minahasa, North Sulawesi. The results showed that the level of students' listening habits to English songs was moderate. Secondly, the students' vocabulary mastery level was *very low*. Lastly, this study showed that there was no significant correlation between students' listening habits to English songs and their vocabulary mastery. Therefore, further investigation needs to be conducted to identify the variables significantly correlating with the students' vocabulary mastery.

**Keywords:** English songs, listening habits, students, vocabulary mastery

### INTRODUCTION

When studying a language, students must have the ability to listen. By listening, students can understand what others are saying. However, some students still have listening problems. For example,

elementary school kids in Turkey showed poor listening skills. Based on Kahraman's (2008) research, Turkish elementary school students have poor listening abilities because they perceive songs to be played



quickly and with unclear pronunciation. Likewise, in Indonesia, Lestari (2019) discovered that the seventh graders at SMP Sumedang have poor listening skills. Their poor listening skills are because of their listening habit. As argued by Nurjanah et al. (2018), the better the students' habit of listening, the better their listening skills. In other words, when students lack good listening habits, their listening skills might also be poor.

Vocabulary is vital in learning a language, especially a second or foreign language. Faliyanti (2017) acknowledged that when learners study English, vocabulary is essential to know by them. Sari et al. (2019) similarly signified that vocabulary is essential to learning and understanding a language. Therefore, learners need to have enough vocabulary because the more vocabulary they master, the easier it will be for them to learn English. Furthermore, Alqahtani (2015) explained that vocabulary is often considered a key tool for second-language learners, as limited second-language vocabulary makes effective communication difficult. Thus, mastering vocabulary is very crucial in learning a language.

Moreover, in learning English, students must learn a variety of vocabulary. By mastering vocabulary, they can understand what they hear and read. Yet, problems related to students' vocabulary mastery still exist in Indonesia. For instance, Setia (2022) discovered that some students at SMP Negeri 21 Pekanbaru still lacked vocabulary, and others could not identify a meaning. It is believed that one way to learn vocabulary is to listen to English songs. As proposed by Kartika (2019) "listening English songs is an alternative way to learn vocabulary" (p.2). Also, according to one of the researchers'

experiences, listening to English songs is a fun way to learn vocabulary. Hence, listening to English songs could be a good solution for students to master vocabulary.

Mastering vocabulary is an essential part of English learning. Nevertheless, different problems prevent students from memorizing vocabulary. The issues include a lack of vocabulary, difficulty translating the meaning of words, and difficulty mentioning the word because writing and pronunciation are different. As stated by Sinulingga (2020), students' mastery of English vocabulary is inadequate, so students cannot maximize their learning, especially their vocabulary mastery. Thus, strategies or solutions to improve students' vocabulary mastery need to be identified.

Researchers previously examined how students listening habits to English songs relate to their mastery of vocabulary. Research results from Wardiansyah et al. (2019) at SMPN 06 Bengkulu showed a positive and significant relationship between listening habits to English songs and vocabulary mastery. In contrast, a study by Setia (2022) at state junior high school 21 Pekanbaru showed no significant relationship between students' listening habits to English songs and their vocabulary mastery. Therefore, because there is a mismatch in the results of the previous studies about the correlation between listening habits to English songs and vocabulary mastery, the researchers were interested in conducting a similar study at a different school to confirm the previous studies' results. Also, the researchers were interested in examining students' listening habits and vocabulary mastery levels in one of the public junior high schools in Minahasa since previous studies that showed problems with these variables were conducted outside Minahasa. In addition,

based on one of the researchers' experiences when studying at the school and the experience of a student who was studying at the school, mastering English vocabulary was one of the problems they experienced at the school. Therefore, the researchers considered it essential to investigate whether the same problem still existed in the school since previous studies showed that students in junior high school in Indonesia still experience difficulty in mastering vocabulary.

Based on the proposed problems, this research aimed to determine the level of students' listening habits to English songs and the level of students' vocabulary mastery. In addition, this research sought to identify whether there was a significant correlation between students' listening habits to English songs and their vocabulary mastery.

Listening to English songs is an act of paying attention and trying to get the meaning. According to Khairani (2020), listening habits to English songs are a repeated action of listening carefully and attempting to know English words. Listening to English songs is a habit that involves repetitively producing English words, paying attention, and attempting to understand the meaning of groups of English words in the songs. Murphey cited in Setia (2022) outlined three indicators of the listening habit to English songs there are repetitive action, attention, and getting the meaning.

Vocabulary mastery is an essential thing for students in English. Rahmalia (2020) explained that mastering vocabulary can help students understand the lesson. Likewise, Alqahtani (2015) agreed that vocabulary mastery is a crucial component of the four language skills and must be considered one of the required language

components. Moreover, Schmitt (2000) conveyed that vocabulary mastery is crucial across all levels of learning English as a foreign language. It encompasses the understanding and command of words, which significantly enhances one's grasp of English and broadens their potential for knowledge. Hence, the goal of vocabulary mastery is for students to have good language proficiency in the language skills. To improve one's language skills, one must first master the vocabulary. Based on Nation cited in Setia (2022) there are three aspects of vocabulary. The three aspects include meaning, form, and use.

Studies on students' listening habits to English songs and their vocabulary mastery have been conducted previously. Silvia (2017) conducted a research on the correlation between the habit in listening to English songs and English listening comprehension achievement. The study was conducted to the eleventh-grade students of SMA Muhammadiyah 6 Palembang. Purposive sampling was used in determining the sample of the study. The instruments used were a questionnaire and listening test. The result shows that 58% of the respondents has a good listening habit, while 42% of the students has poor listening habit. Moreover, it was found that students' habit of listening to English songs is significantly correlated to their listening comprehension achievement.

Furthermore, Balerina, Sinaga, and Nurdiana (2022) investigated whether there exists a significant correlation between students' habit of listening to English songs and their proficiency in vocabulary. The research employed a quantitative approach with an ex-post facto design. The study focused on second-grade students from SMAN 16 Bandar Lampung, with a sample of 30 students from XI Science 1 selected



using cluster random sampling. Data collection involved a questionnaire on students' listening habit to English song and a vocabulary test. The findings revealed a positive and statistically significant correlation ( $r = 0.770$  which was higher than the  $r$ -table = 0.361) between the two variables. Hence, regularly listening to English songs contributes positively to the development of vocabulary mastery.

Additionally, Istamala (2022) tried to find out the correlation between listening to English songs habit and students' vocabulary mastery in senior high school. In this study, the researcher used a correlational design, employing a questionnaire to evaluate the habit of listening to English songs and a test to assess vocabulary mastery. The data was collected by distributing a test and questionnaire to students in class X SMAN 7 Kediri. According to the findings of this study, null hypothesis is denied while alternative hypothesis is received. The rank spearman formula's correlation coefficient is  $r = 0.976$ , and the  $r$  table for 123 samples is 0.195. This indicates that the hypothesis  $r = 0.976 > r\text{-table} = 0.195$  is correct (alternative hypothesis). The study's correlation coefficient indicates a positive relationship between the habit of listening to English songs and vocabulary mastery. The correlation calculation gave a result of 0.976, which is interpreted as a moderately positive correlation. In this case, students' listening habits to English songs have a moderate relationship with or influence their vocabulary mastery.

## METHOD

This research is a quantitative study. As Creswell (2014) elaborated, the quantitative approach tests objective theories that examine the relationship between variables.

These variables can be assessed through instruments like questionnaires, surveys, and experiments, allowing for the statistical analysis of numerical data. Moreover, the research design used in this study was correlation. Arikunto (2010) described that a correlation is a calculation made by utilizing a correlational statistic to determine the exact strength of a relationship between two or more variables by not manipulating existing data.

The participants in this study were students attending a public junior high school in Minahasa during the first semester of the 2023/2024 academic year. There were two types of instruments used. The first one was a questionnaire to find out the listening habits to English songs adapted from Yi-Chun Chen, cited in Setia (2022). The second one was a test to find out the vocabulary mastery adapted from Nation, cited in Setia (2022).

The researchers employed a statistical tool to evaluate and interpret the questionnaire's quantitative results. Specifically, the researchers used the *Mean Score* to determine the level of students' listening habits to English songs and their vocabulary mastery. However, since there were negative items in the questionnaire, the negative items were re-coded before the data was further analyzed. In addition to that, the researchers used the *Pearson Correlation Coefficient* to assess the correlation between students' listening habits to English songs and their vocabulary mastery.

To interpret the data regarding the level of students' listening habits to English songs, the researchers used the following interpretation taken from Setia (2022):

85 – 100	= Very High
65 – 84	= High
55 – 64	= Moderate



35 – 54 = Low  
 0 – 34 = Very Low

For vocabulary mastery, the following interpretation from Salkind (cited in Setia 2022) was used.

80 – 100 = Very High  
 70 - 79.99 = High  
 60 – 69.99 = Average  
 50 – 59.99 = Low  
 0 – 49.99 = Very Low

**FINDINGS AND DISCUSSION**

***Level of Students’ Listening Habits to English Songs***

The researchers used descriptive statistics to find the level of students’ listening habits to English songs. The result shows that the mean score of students’ listening habits to English songs was 59 (see Table 1). Based on the interpretation scale, it was categorized as a *moderate level* of habit because the mean score was between 55-64 based on the scale from Setia (2022). This result indicates not all students have a high habit of listening to English songs.

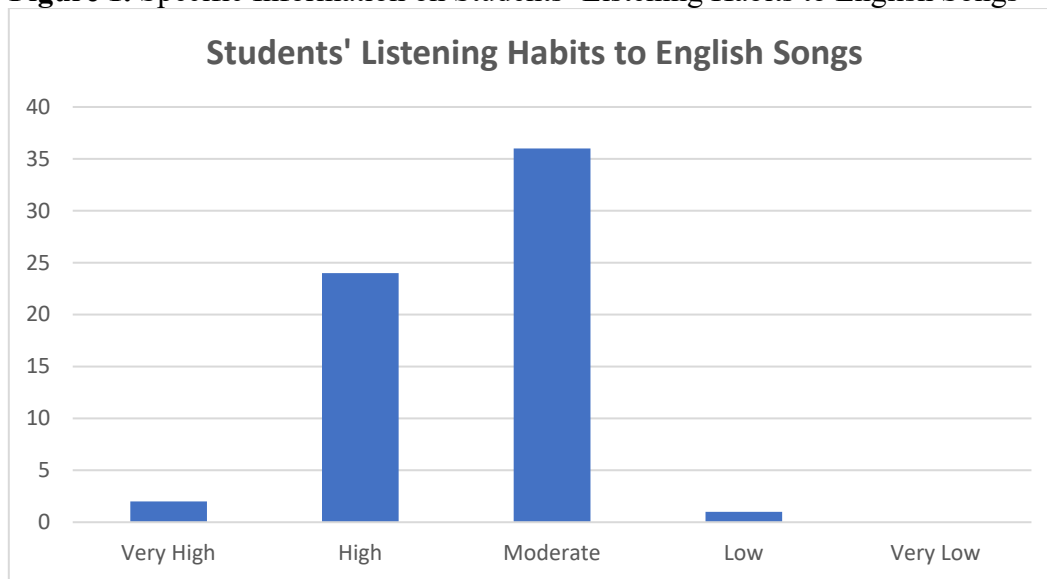
The result obtained in this study is similar to the one conducted on grade IX

students of SMPN 06 Kota Bengkulu by Wardiansyah et al. (2019). The reason why the level of habit of students’ listening to English songs reaches a moderate level could be because not all of the students have a habit of listening to English songs. As shown in Figure 1, two students are in very high categories, which means they like to listen to English songs everywhere, indicating that they have a high habit of listening to English songs. Additionally, there are 24 students in high categories, meaning they often spent time listening to English songs. Figure 4 also shows there are 36 students in moderate categories, which means that they somehow have a habit of listening to English songs. Lastly, one student is in the low category showing that this one student does not have a habit of listening to English songs. According to Aisya (2020), listening habits to English songs is a repeated action of paying attention and attempting to understand what is being said. Thus, since not all students repeatedly pay attention and try to understand the lyrics of English songs, it might explain why the level of students’ listening habits to English songs in this study is moderate.

**Table 1.** The Mean Score of Students’ Listening Habits to English Songs

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Habits to English Songs	63	40	84	59	8.448
Valid N (listwise)	63				



**Figure 1.** Specific Information on Students' Listening Habits to English Songs

### ***Level of Students' Vocabulary Mastery***

Moreover, the researchers used descriptive statistics to find the level of students' vocabulary mastery. The result shows the mean score of students' vocabulary mastery is 14.37 (see Table 2). The Mean score of students' vocabulary mastery in the category with a value between 0 - 49.99 points. This shows that students have poor vocabulary. In other words, they do not master the vocabulary and have very limited vocabulary. Similar to the result of this study, Syarifudin et al. (2014) found that the vocabulary mastery of seventh-grade students at MTs IKA-PGA Pontianak is in the poor to average category. This means that the student's vocabulary in English mastery learning achievement is below average. Students' vocabulary mastery reaches a very low level because the researchers found that students who participated in this study have limited vocabulary. It means that there are many of the vocabulary they do not know. For example, most of them do not know the synonyms and antonyms. In fact, many of

them do not know how to use verbs in a sentence as this is shown in their test result. Hasanah (2018) highlighted that there were 69% of 8<sup>th</sup> grade students in Batu Belah who did not understand to use English in the context and there were 50% of students who did not understand the meaning of the vocabulary. Additionally, Ryan, Islam, and Ferdiyanto (2024) found that among the factors of difficulties experienced by students in mastering English vocabulary include students who are reluctant to open the dictionary to find out the meaning of words, less interested in learning vocabulary, and less motivation to learn English. Therefore, not knowing how to use English in the context, not understanding the meaning of the vocabulary, being reluctant to open the dictionary to find out the meanings of unfamiliar words, and having less interest and motivation to learn English might explain why the students in the current study have poor vocabulary mastery. Consequently, English teachers need to consider these factors to help students maximize their vocabulary mastery and improve their overall English

learning. This can be done by providing various learning activities that will arouse the students' interest and motivation to

learn English and by encouraging students to learn independently outside class hours.

**Table 2.** The Mean Score of Students' Vocabulary Mastery

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	63	0	43	14.37	8.601
Valid N (listwise)	63				

***The Correlation Between Students' Habit of Listening to English Songs and Their Vocabulary Mastery***

The third research question of this study was to find if there was a significant relationship between students' listening habits to English songs and their vocabulary mastery using the *Pearson Correlation Coefficient*. Following the explanation from the interpretation of the data, if the significance value is  $<0.5$  by looking at the Sig (2-tailed) or *p*-value, then there is a significant correlation in these variables. However, this study's result shows no

significant relationship between students' listening habits to English songs and their vocabulary mastery. This is because of the significant value  $p = 0.131 > \alpha = 0.05$  (see Table 3). Thus, the alternative hypothesis stating "There is a significant relationship between students' listening habits to English songs and their vocabulary mastery" is rejected while the null hypothesis stating "There is a significant relationship between students' listening habits to English songs and their vocabulary mastery" is retained.

**Table 3.** Students' Listening Habits to English Songs and Their Vocabulary Mastery

		Vocabulary Mastery
Listening Habits to English Songs	Pearson Correlation	.181
	Sig. (2-tailed)	.155
	N	63

This result is similar to the finding of Setia (2022) who found no significant correlation between students' listening habits to English songs and their vocabulary mastery in State Junior High School 21 Pekanbaru. The reason variable X (students' listening habits to English Songs) is not significantly correlated with variable Y (their vocabulary mastery) could be because other factors have a significant relationship with the students' vocabulary mastery. For instance, Fitri (2020) found

that students' reading habit is significantly correlated to students' vocabulary mastery. Hence, it is not their habit of listening to English songs that has a significant correlation with their vocabulary mastery, but it could be their reading habit. Moreover, it could be that students only listen to English songs for fun and not for learning. Thus, these might be the reasons why students' habit of listening to English songs does not significantly correlate with their vocabulary mastery.



## CONCLUSION

Based on the results of the study, it is concluded that not all students have habits of listening to English songs. Secondly, students do not master the vocabulary, or in other words, they have very limited English words. Lastly, it is concluded that although some students have the habit of listening to English songs, it is not correlated with their vocabulary mastery. Therefore, there may be other factors that have a significant relationship with the students' vocabulary mastery.

Several recommendations are given based on this study's results. First, it is advised that English teachers should provide learning activities that focus on improving students' vocabulary. For example, teachers can encourage students to engage in other English learning activities, such as reading books or watch English movies. Thus, students can continue to expand their vocabulary through different ways such as actively participating in group discussions, reading books or articles in English, etc. For example, teachers can use multimedia such as video, audio, or images to help convey the meaning of words in a more interesting and memorable way. Teachers can also assign students to write down vocabulary they just learned in class. In addition to that, since there is no significant relationship between students' listening habits to English songs and their vocabulary mastery, teachers are advised to adjust vocabulary learning to include other learning activities and resources such as reading, writing, and speaking, so as not to rely solely on English songs. Then, it is recommended to students to do self-study by using resources such as dictionaries, vocabulary learning apps, or flashcards to repeat the words of the words they learned to improve their vocabulary. Also, students

are advised to try various vocabulary learning methods outside their habit of listening to English songs. For example, they can make vocabulary lists, use flashcards, or read English books. Lastly, a recommendation to future researchers is to conduct research with other variables to identify factors that have a significant relationship with students' vocabulary mastery.

## REFERENCES

- Aisya S. N. (2020). The influence of students' listening habit of English songs toward students' reading comprehension ability of narrative text. [Bachelor's thesis, State Islamic University of Walisongo, Semarang].
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34. DOI: 10.20472/TE.2015.3.3.002
- Arikunto. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204. <http://dx.doi.org/10.17507/jltr.0901.25>
- Balerina, K., Sinaga, T., & Nurdiana, N. (2022). A correlative study between students' listening habit with English songs and their vocabulary mastery at SMAN 16 Bandar Lampung. *U-Jet Unila Journal of*





- English Language Teaching*, 11(3), 221-226.
- Bernanda, S. Z., Setiawan, H., & Hendrey, Y. (2022). Correlation between the students' habit in listening to English songs and their vocabulary mastery at SMA Negeri 10 Palembang. *Didascein: Journal of English Education*, 3(1), 52-58. <http://dx.doi.org/10.52333%2Fd.v3i1.934>
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.). United States: SAGE Publications Inc.
- Fitri, N. (2020). *Factors influencing good English reading habit (An investigation of EFL Students' Perception)*. [Bachelor's thesis, Universitas Islam Negeri Ar Raniry Banda Aceh].
- Frihandita, A. (2017). *The relationship between listening song activity and students' vocabulary mastery (A correlational study in the sixth-semester students at the department of English education of State Islamic University Jakarta)* y [Bachelor's thesis, Islamic University Jakarta].
- Hasanah, W. (2018). An analyze students' vocabulary mastery at the second grade of MTS-TI Batu Belah in academic year 2016/2017. *Journal of English Language and Education*, 3(2), 1-25.
- Istamala, A. A. (2022). *Correlation between listening English songs habit and students' vocabulary mastery at senior high school*. [Bachelor's thesis, IAIN Kediri]. <http://etheses.iainkediri.ac.id/id/eprint/5897>
- Kahraman, V. (2008). The use of songs in improving listening comprehension in English. *Dil Dergisi*, (140), 43-51. <https://www.ceeol.com/search/articleDetail?id=550519>
- Kartika, D. A. (2019). *The correlation between students habit in listening to English song and vocabulary mastery at IAIN Palangka Raya*. [Bachelor's thesis, IAIN Palangka Raya].
- Khairani, L. (2020). *The correlation between listening habit to English songs to writing skills at eleventh grade students of SMA Islam Sudirman Ambarawa in the academic year of 2019/2020*. [Bachelor's thesis, IAIN Salatiga]. <http://perpus.iainsalatiga.ac.id/lemari/fg/free/pdf/?file=http://perpus.iainsalatiga.ac.id/g/pdf/public/index.php/?pdf=8997/1/SKRIPSI%20L%20CD>
- Lestari, N. L. G. D. W. (2019). The use of songs to improve students' listening comprehension ability. *Yavana Bhasha Journal of English Language Education*, 2(2), 34-45.
- Nurjanah., Miranti, I., & Dwiastuty, N. (2018). The correlation between students' habit in listening song and student' English listening skill. *Deiksis*, 10(1), 43-48.
- Rahmalia, N. (2020). *Correlation between students habit in watching english movies and vocabulary mastery of the students in English education study program of IAIN Palangka Raya*. [Bachelor's thesis, IAIN Palangka Raya]. <http://digilib.iainpalangkaraya.ac.id/id/eprint/2702>



- Ryan, T., Islam, M. H. Ferdiyanto, F. (2024). Analysis of students difficulties in mastering English vocabulary at elementary school students. *International Journal of English Education and Linguistics*, 6(1), 43-49.
- Schmitt, N. (2000). *Vocabulary in language teaching*. United Kingdom: Cambridge University Press.
- Setia, I. (2022). *The correlation between listening habit to English songs and vocabulary mastery of eight grade students at State Junior High School 21 Pekanbaru*. [Bachelor's thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau]. <http://repository.uin-suska.ac.id/id/eprint/59309>
- Silvia, N. (2017). The correlation between habit in listening to English songs and English listening comprehension achievement of the eleventh-grade students of SMA Muhamadiyah 6 Palembang [Bachelor's thesis, UIN Raden Fatah Palembang].
- Sinulingga, J. B. (2020). Meningkatkan penguasaan vocabularies siswa melalui lagu-lagu bahasa Inggris di kelas VIII-2 SMP Negeri 2 Mardinding semester ganjil tahun pelajaran 2015/2016. *English Language Teaching Prima Journal (ELT)*, 2(2), 24-59.
- Syarifudin, A., Marbun, R., & Novita, D. (2014). An analysis on the students' vocabulary mastery: A descriptive study on the MTS. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 3(9).
- Wardiansyah., Barnabas, S., Elfrida (2019). The correlation between listening habit to English song and vocabulary mastery. *Journal of English Education and Teaching*, 3(3), 287-298.