

CHAPTER I

INTRODUCTION

1.1 Background

The globalization of the world depends heavily on the English language. English has become one of the qualifications to obtain a job or scholarship overseas because it is considered a foreign language in Indonesia. Because of technological advancements and as a means of competing with international workers, the ability to speak English is now essential for many types of work. Numerous people enroll in a course or private lesson to study English extensively since it offers numerous advantages.

Grammar, vocabulary, pronunciation, and language skills listening, speaking, reading, and writing are the four linguistic components that make learning English. The student has to have the ability to speak English well. In actuality, a lot of students struggle with speaking and listening during the learning process. According to some research, such as Afifah (2018) and Arsyida (2018), students have trouble pronouncing English words since the learning environment is unpleasant and unappealing. Because of their lack of understanding of word meanings and pronunciation, students are still unable to comprehend audio materials. The speakers could confuse each other as a result of this issue.

Today, there are a variety of resources and exercises that might aid students in improving their speaking abilities. To improve their speaking skills, some activities include listening to music or podcasts, watching movies, or using YouTube. According to Murphey (Muttaqin, et al., 2016) 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 speaking ability.

According to Arsyida's (2018) research, students who regularly listen to English songs will feel comfortable with the new words they hear because they have probably heard those terms before. She argues that students who regularly listen to Western music will be able to expand their vocabulary as well as their

speaking abilities because when they hear something new, their brains automatically store that information, and when they are unable to understand a word in the song, they will have a reason to look up the meaning and learn how to pronounce it.

After the researcher conducted observations at UPT SMA Negeri 18 Luwu Utara, the researcher found that many students used their rest time by playing mobile phones and listening to songs. This is the underlying thing for researcher to be interested in choosing research, the researcher raised the title “The Correlation Between Students’ Habit in Listening English Songs and Students’ Speaking Ability at UPT SMA Negeri 18 Luwu Utara”.

1.2 Problem Statement

Based on the background above the problem statement of this research is: Is there any correlation between students’ habit in listening English songs and students’ speaking ability at UPT SMA Negeri 18 Luwu Utara?

1.3 Objective of the Research

In the relation to the problem statement above, the objective of the research is to find out correlation between students’ habit in listening English songs and students’ speaking ability at UPT SMA Negeri 18 Luwu Utara.

1.4 Significance of the Research

This reasearch is expected to be meaningful information for English teacher, students, and researcher, benefit as follow:

1. For the Teacher

The teacher can determine whether there is a connection between the student's habit of listening to English songs and their level of communication. so that teachers can use it as a guide during the teaching and learning process, particularly while working to improve their students' speaking abilities.

2. For the Students

It can give the motivation to learn English, especially in increasing speaking skills through English song.

3. For the Next Researcher

The researcher can get new information and knowledge from this research and it can be used as a references for a similar topic.

1.5 Scope of the Research

In this research, the researcher focuses on two variables there are students' habit in listening English songs and students' speaking ability. So the scope of students' habit in listening English songs is repetitive action, attention, and getting the meaning. The scope of students' speaking ability is comprehension, pronunciation, fluency, and intonation.

1.6 Operational Definition

1. Habit is the activity that is done by people intensively and continuously in their daily life.
2. Listening English songs is the activity to hear a song that used English lyrics, not just hear but attentively and enjoying the songs.
3. Speaking ability is an activity that can be done by expressing the idea or feelings to others by using words orally.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Listening

According to Sary (2013), listening differs from hearing. While listening is a skill, hearing is a physical capacity. Paying attention and making an effort to process what you hear are both parts of listening. According to Harlyn, Sudarsono, and Suharto (2016), listening is one of the four English language skills. It is considered the basic skill that needs to be improved since it provides the oral input that serves as the basis of language acquisition and allows students to engage in spoken conversation, it is regarded as a fundamental ability that needs to be strengthened. It is widely recognized as a crucial ability in developing productive skills.

According to Safitri (2018), listening is the deliberate use of language to access what other people have said. Understanding and defining the message of what we hear is the process of listening. As the fundamental skill that needs to be learned to speak English, listening was defined by Arsyida (2018:57) as being a significant part of language learning and instruction. Compared to other language skills, listening typically takes longer to master and involves some of the learning process. A greater understanding of listening will lead to fun and easy learning in other skills acquisition such as reading, speaking, and writing.

From the definitions above, it can be concluded that listening is the activity to hear what people say and understand what it means. In this research, the researcher will focus on discussing listening to English songs.

a. Types of Listening

According to Brown and Abeywickrama (2010) some types of listening as follow:

1) Intensive

Listening for the perception of the components (Phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally shorted response.

3) Selective

Processing speech lasting several minutes, such as brief monologues, in order to "scan" for specific information. The goal of such performance is to be able to understand specific information in a setting of lengthier spoken language stretches (such as classroom directions from a teacher, news articles on TV or the radio, or instructions for a task). Students could be asked to listen for names, numbers, grammatical categories, directions (in a mapping exercise), or specific facts and events as part of assessment assignments for selective listening.

4) Extensive

Developing a top-down, global comprehension of spoken language through listening. Extensive performance might include everything from listening to drawn-out lectures to overhearing a conversation and drawing out its full meaning. Extensive listening includes listening for the gist, the major concept, and drawing conclusions.

According to I.S.P. Nation and J. Newton (2009) some types of listening as follow:

- 1) One-way listening typically associated with the transfer of information (transactional listening).
- 2) Two-way listening typically associated with maintaining social relations (interactional listening).

b. Components of Listening

The listening process has five components, namely: hearing, giving attention, understanding, remembering and provide feedback.

1) Hearing

The physical component of listening is the process of hearing. For those, who have trouble listening, it takes a lot of work to hear clearly. A fundamental part of practically the whole listening process is hearing. There are a lot of potential distractions during this procedure that might negatively impact how well

you listen.

2) Giving Attention

Giving attention is the psychological counterpart of hearing, which is the physical side. Filtering out the information we wish to hear is the act of paying attention. When we filter the information we receive, the information that will be the center of our attention will depend on our needs, wants, worries, passions, and interests.

3) Understanding

Understanding is the ability to comprehend the information the sender is trying to get through. Language similarity is the primary component in understanding the message delivered, while other aspects role plays as well. Cultural influences, frame of reference, motivation, communication substance, and mental preparedness are additional aspects that go along with them.

4) Remembering

The capacity to recollect previously obtained information. The knowledge we hear will be forgotten as soon as we listen, according to research. After listening, you can still recall information up to 50% level for 8 hours, but after 2 months, only 25% of the knowledge is still retained.

5) Provide Feedback

The most crucial step in the communication process is to give feedback or a response. These will help you assess whether the communication has been successful and has gone as planned. Giving a response throughout the listening process is the key to determining if someone is listening effectively or not. The response offered will have a significant impact on how the entire communication process turns out.

c. Listening Processes

According to Nation and J. Newton (2009) some listening processes as follow:

1) Bottom-up Processes

These are the steps the listener takes to put together the message from the speech stream, moving from the individual components to the whole. Bottom-up processing entails taking into account and segmenting the speech stream at

progressively higher levels, starting with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretative (Field, 2003: 326).

2) Top-down Processes

The listener moves from the whole, their prior knowledge, their content, and their rhetorical schemata to the components through top-down processes. In other words, the listener makes predictions about the content of the message based on their knowledge of the communication context and uses portions of the message to either confirm, correct or add to these predictions. Inferencing is the crucial procedure here.

According to Vishwanath Bite The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding as follow:

1) Step-1 Receiving (Hearing)

Hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (the perception required for listening relies on attention). Hearing is the physical reaction induced by sound waves activating the sensory receptors of the ears. The ability to selectively perceive stimuli is known as attention, and it is a crucial prerequisite for efficient listening. The brain filters inputs and allows just a chosen number to come into focus.

2) Step-2 Understanding (Learning)

Understanding is meaning of the stimuli we have perceived must be analyzed to fully comprehend the symbols we have seen and heard. Symbolic stimuli include not only words but also sounds like applause and visuals. The meanings we attribute to these symbols depend on our prior associations and the context in which they appear. The listener must comprehend both the sender's presumed context and the intended meaning for interpersonal communication to be successful.

3) Step-3 Remembering (Recalling)

Remembering is a crucial step in the listening process since it shows that a person has not only heard and understood a message but also stored it in their memory. Our memory is selective, much as how we pay attention; what we recall

may be very different from what we first saw or heard.

4) Step-4 Evaluating (Judging)

At this level of listening, only participants who are actively listening are evaluated. The effective listener ensures that he or she doesn't start this activity too soon because doing so forces us to stop hearing and paying attention to the incoming message, which ends the listening process. At this point, the active listener weighs the evidence, separates fact from opinion, and determines whether or not bias or prejudice is present in a message.

5) Step-5 Responding (Answering)

The speaker has no other way to know if a message has been received, this stage becomes the only overt way by which the sender may determine the extent of message transmission success. Responding at this stage necessitates the receiver completing the process through verbal and nonverbal feedback.

From the explanation above about the types and processes purpose of the listening is to have social relationships with people around and we can do many things because the conversation has many functions, one of which we can mingle with everyone the purpose of the listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information. Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures.

d. Strategies of Listening

1) Top-down strategies are listener based. The listener draws on prior knowledge of the subject, setting or context, text genre, and language. This prior knowledge sets in motion a series of expectations that aid the listener in deciphering what is said and identifying what will happen next. Top-down strategies include :

- a) listening for the main idea
- b) predicting
- c) drawing inferences
- d) summarizing

2) Bottom-up strategies are text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates

meaning. Bottom-up strategies include :

- a) listening for specific details
- b) recognizing cognates
- c) recognizing word-order patterns.

e. Three Basic Modes of Listening

1) Active or Reflective Listening

The most valuable and significant listening ability is this one. The listener engages in active listening when they are truly curious to grasp what the other person is saying or what they are thinking, feeling, or seeking. Before responding with a fresh message, the individual is proactive in making sure he has understood everything. When reflecting the sender for confirmation, the listener should reiterate or paraphrase our interpretation of the information. What separates and enhances active listening is this verification or feedback process. Essentials of Active Listening:

- a) Intensity
- b) Empathy
- c) Acceptance
- d) Recognizing responsibility for the completeness

2) Passive or Attentive Listening

The listener sincerely wants to hear and comprehend the other person's viewpoint. They will give close attention and listen without speaking. The listener makes the passive assumption that what he heard and understood is accurate and does not check it.

3) Competitive or Combative Listening

This occurs when the Listener is more focused on advancing his viewpoint than on comprehending or examining that of another. Either way, they listen for opportunities to make conclusions or for weaknesses.

2. English Song

According to Faratami (2018), English songs are popular among many individuals, particularly students, since they have straightforward lyrics. According to Anshori (2019:15), songs primarily consist of music and words,

with the music itself having a rhythmic component. A song is typically playing in a repeating rhythm wherein many lines are typically repeated twice, or more is referred to as a "refrain" when they are performed. Songs are normalities written for a solo performer, although they can also be duets, trios, or multi-part compositions. Songs come in a variety of formats that may be generally classified. Pop songs, folk songs, and art songs all exist.

Murphey in (Muttaqin, et al., 2016) indicates that the majority of English language instructors worldwide use or have utilized songs for instructional purposes. He discovers in his research that music may be used just as successfully as any other writing. They can serve as a language resource for teaching and practicing vocabulary, pronunciation, listening, reading, writing, speaking, and translation skills. He claims that songs can aid young learners in honing their listening and pronunciation skills, potentially enhancing their speaking abilities. In other words, English songs are great for pleasure as well as helping pupils develop their speaking and pronunciation skills.

From the definitions above, the researcher concludes that an English song is music or melody that has English words as its lyric. English song in this research refers to the pop song that is currently popular among the students.

3. Habit in Listening English Song

According to Solehudin (2018), habits are patterns of behavior that are repeated frequently and frequently happen unconsciously. Sometimes it's required to form habits. According to Silmi (2019), the habit of listening to English songs is a repetitive action that involves paying attention and attempting to understand groups of English words that are present in the songs. This repetitive action is practiced continuously and performed unconsciously before developing into a pattern behavior that is automatically practiced.

According to Abdullah (2017), habit development is the process through which new actions turn into habitual responses. Ogbodo in (Andriyani, 2017) claims that every habit has a typology. She associated reading with the categories of hobby, recreational, concentration, and deviational habits. Hobbies are things that people do for enjoyment and satisfaction; recreation activities are things that

people do to unwind or relax; and concentration activities are things that people do to achieve a certain goal.

According to the definition stated above, a habit is an action that a person frequently, routinely, repeatedly, or continuously engages in. English song listening is a human activity that involves appreciating the song's melody and words. The term "habit" in this study refers to students' constant repetition of listening to English songs, which can help them become more proficient, particularly in speaking.

According to Murphey in (Arsyida, 2018), there are three indicators of the habit of listening English song:

a. Repetitive Action

The state in which someone performs the same action subconsciously. As an illustration, I always listen to English music/rhythm to inspire myself to study the language.

b. Attention

The activity of paying attention by listening to an English song that provides lyrics or words, melody, and rhythm. For example, I read every song lyrics from various types of English songs that I listen to.

c. Getting the Meaning

The process of identifying English word categories that are included in the music. For example: I listen to popular English songs to improve my listening/listening skills in English.

In this research, indicators of Murphey's habit of listening to English songs will be applied as a reference point to assess students' habits of listening to English songs. As the researcher instrument, the researcher will use a questionnaire created by previous researchers using those indications.

4. Speaking Ability

Speaking is an ability in English that is highly useful for many different aspects. The first is that the most important indicator of whether a student speaks the language or not is speaking ability. Knowing a language is often seen as

speaking it since language is a kind of communication that is mostly accomplished through speaking. Speaking's multidisciplinary character is the second factor that places it among the most critical abilities. As a result, speaking is significantly influenced by sociological concepts like interaction, integration, and communication, psychological concepts like interaction, inhibition, and anxiety, as well as educational issues like the relationship between input and output. The third factor supporting its significance is its uniqueness since, in contrast to other abilities, it is significantly more learner-oriented.

Harmer (1993) defines when the speaker receives a response from the audience after the listener has understood the message, communication has occurred. There are four fundamental English abilities that we all need to be effective. Among them, one is speaking. As a result, speaking is usually regarded as one of the most important abilities in using English to communicate.

Harris (1969) states the most desired skill is the ability to speak a foreign language since everyone who can do so will also be able to comprehend it. For the majority of individuals, acquiring the art of speaking in a foreign language is the most crucial component, and success is determined by one's capacity to have a conversation in that language. Being able to speak is crucial for everyday life because humans need to be able to interact with one another.

Based on the explanation above, it is concluded that speaking ability is defined as the capacity for practical action that requires one person to employ and facilitates interpersonal communication. Speaking is one of a language's components; the ability to speak is important and cannot be compared to that of a language. It implies that communication is a necessary component of all interactions.

According Syakur in Mora (2010:3) that there are at least four components of speaking skills, namely comprehension, fluency, pronunciation, and intonation.

a. Comprehension

Speaking becomes more and more dependent on comprehension. This measures conversational comprehension. The study of comprehension focuses on how effectively students comprehend the language. Understanding spoken

English is one definition of comprehension. Many language learners want to sound understandable when speaking.

b. Fluency

Fluency is the amount of time a student can talk without pausing frequently due to pointless repeats, self-corrections, and false starts caused by adjusting to real-time processing. Being able to communicate without hesitating is a sign of fluency.

c. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It focuses on the phonological process, which is the part of grammar that consists of the components and rules that define how sounds change and pattern in a language.

d. Intonation

Intonation is the tune of what someone says. For example, if someone is getting angry, they will speak in a high tone, but when they are sad, they will speak in a low tone.

In this research, the researcher focuses on four aspects there are comprehension, fluency, pronunciation, and intonation.

2.2 Previous Studies

Many researchers have conducted research related to the correlation between students' habit in listening English song and speaking ability, some of them are:

1. Afifah (2018) in her research entitled "The Correlation between Habit in Singing English Song and Students' Pronunciation Ability at the Second Semester of the Eight Grade of MTs Al-Ishlah South Lampung in the Academic Year of 2017/2018" She found that the value of coefficient $0.386 > 0.325$ or $r_{\text{count}} > r_{\text{table}}$ and $2.440 > 2.030$ or $t_{\text{count}} > t_{\text{table}}$. So, it can be concluded that there was a correlation between habit in singing English song and students' pronunciation ability. In the words, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

2. Arsyida (2018) in her research entitled “Correlation Between Students’ Habit of Listening to English Songs and Pronunciation Mastery Toward the Speaking Ability of The Tenth Grade Students of SMK Batik 1 Surakarta In Academic Years 2017/2018”. She found that the correlation between students’ pronunciation and the speaking ability is positive since the result of computation showed that the correlation coefficient (r) between students’ pronunciation (X_1) and the speaking skill (Y) is 0.791. There is a correlation between the habit of listening to English song and speaking ability at the tenth-grade students of SMK 1 Batik Surakarta indicated by the significant value obtained from the analysis at 0.000 which is lower than 0.05, there is a significant correlation between the students’ pronunciation, the habit of listening to English song and speaking ability at the tenth grade students of SMK 1 Batik Surakarta in the academic year of 2017/2018 indicated by the significant value of 0.000 which is lower than 0.05.
3. Andriyani (2017) in her research entitled “The correlation between students’ Listening habit of English Songs and Their Pronunciation Ability”. This research is conducted at the second semester on the English Department of Teacher Training and Education Faculty in Muhammadiyah University of Purwokerto in academic year 2016/2017. She found that there is no correlation between students’ listening habit of English songs and their pronunciation ability. The result of both questionnaire and test showed that r_{counted} was 0,183, df as 77, and r_{table} was 0,2213. In other words, r_{counted} was lower than r_{table} . However, if r_{counted} (0,183) was consulted with the table of interpretation of correlation coefficient, it is between 0,00 and 0,20. Then r_{counted} indicated a very low level of correlation.

Based on the previous studies, this research and the three researchers above have the same issue, which is the habit of listening to English songs. The technique and tools the researcher will employ in this research a speaking test, a questionnaire, and a correlation research design are both well known. The method of sampling used in this research and the three researchers mentioned above differ. In contrast to the three researchers mentioned above, who employed saturation sampling, proportional random sampling, and total sampling

techniques, this research used purposive sampling techniques. This research subject is different than the three studies mentioned above in that it focuses on students from SMA rather than SMK, MTs, or Universities.

2.3 Hypothesis

The hypothesis of the research can be formulated as follow:

Ho : There is no significant correlation between students' habit in listening English songs and speaking ability.

H1 : there is a significant correlation between students' habit in listening English songs and speaking ability.

Hypothesis testing:

1. If p-value is less than 0.05 ($p < 0.05$), Ho is rejected and H1 is accepted.
2. If p-value is higher than 0.05 ($p > 0.05$), Ho is accepted and H1 is rejected.

Based on the hypothesis testing above, it can be explained that if p-value is less than 0.05 ($p < 0.05$), Ho is rejected and H1 is accepted. It means that there is a significant correlation between students' habit in listening English songs and speaking ability. However, if p-value is higher than 0.05 ($p > 0.05$), Ho is accepted and H1 is rejected. It means that there is no significant correlation between students' habit in listening English songs and speaking ability.