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HUBUNGAN ANTARA KEBIASAAN SISWA DALAM MENDENGARKAN LAGU BAHASA INGGRIS DENGAN KETERAMPILAN MENDENGARKAN SISWA DI MTS PRIMA BEKASI

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Abstrak

Studi ini menyelidiki korelasi antara kebiasaan pemerolehan siswa. Banyak siswa kesulitan dengan materi audio bahasa Inggris ketika menghadapi kosakata yang tidak familiar, beragam aksen, atau mendengarkan lagu bahasa Inggris dengan cepat dengan keterampilan mendengarkan mereka di MTs Prima Bekasi. Mendengarkan sering dianggap sebagai salah satu keterampilan tersulit bagi pelajar Indonesia, meskipun memainkan peran penting dalam percakapan bahasa. Di saat yang sama, lagu bahasa Inggris telah menjadi kegiatan informal yang populer di kalangan siswa SMP, menawarkan masukan bahasa autentik yang dapat mendukung pembelajaran dengan cara yang menyenangkan. Metode korelasional kuantitatif diterapkan pada enam puluh siswa kelas delapan yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan kuesioner tentang kebiasaan mendengarkan dan tes pemahaman mendengarkan, kemudian dianalisis menggunakan korelasi Pearson Product-Moment. Temuan penelitian menunjukkan korelasi positif sedang (r = 0,532, p < 0,05), yang mengonfirmasi hubungan yang signifikan. Siswa yang lebih sering mendengarkan dan terlibat aktif—dengan membaca lirik atau bernyanyi bersama—mencapai pemahaman mendengarkan yang lebih baik, sementara pendengar pasif menunjukkan kemajuan yang lebih lambat. Hal ini menunjukkan bahwa frekuensi dan kualitas keterlibatan sangat penting untuk meningkatkan keterampilan mendengarkan. Disimpulkan bahwa mendengarkan lagu berbahasa Inggris dapat menjadi strategi tambahan yang menyenangkan dan efektif untuk meningkatkan keterampilan mendengarkan. Guru didorong untuk mengintegrasikan lagu ke dalam kegiatan kelas, dan siswa disarankan untuk mengubah kegiatan mendengarkan secara santai menjadi latihan yang bertujuan untuk melengkapi pembelajaran formal.

Kata kunci: kebiasaan mendengarkan, lagu bahasa Inggris, keterampilan mendengarkan, studi korelasional

THE CORRELATION BETWEEN STUDENT HABIT IN LISTENING ENGLISH SONG AND STUDENT LISTENING SKILL AT MTS PRIMA BEKASI

Abstract

This study investigates the correlation between students' habit of acquisition. Many students struggle with English audio materials when facing unfamiliar vocabulary, various accents, or rapid listening to English songs and their listening skill at MTs Prima Bekasi. Listening is often regarded as one of the most difficult skills for Indonesian learners, even though it plays a crucial role in language speech. At the same time, English songs have become a popular informal activity among junior high school students, offering authentic language input that may support learning in an enjoyable way. A quantitative correlational method was applied with sixty eighth- grade students selected through purposive sampling. Data were collected using a questionnaire on listening habits and a listening comprehension test, then analyzed using Pearson Product-Moment correlation. The findings revealed a moderate positive correlation (r = 0.532, p < 0.05), confirming a significant relationship. Students who listened more often and engaged actively—by reading lyrics or singing along—achieved better listening comprehension, while passive listeners showed less progress. This indicates that both frequency and quality of engagement are crucial for improving listening skills. It is concluded that listening to English songs can serve as an enjoyable and effective supplementary strategy for improving listening skills. Teachers are encouraged to integrate songs into classroom activities, and students are advised to turn casual listening into purposeful practice to complement formal instruction.

Keywords: listening habit, English songs, listening skill, correlational study

INTRODUCTION

English has increasingly become a global lingua franca, serving as a bridge for communication in various domains such as education, technology, economy, and international relations. In Indonesia, English is taught from elementary school to higher education, and its mastery is regarded as a key competency for students to compete in the 21st century. Among the four essential language skills, listening, speaking, reading, and writing. Listening is often considered the foundational skill because it is the first mode of language acquisition in early childhood and plays a crucial role in developing the other skills.

However, despite its importance, listening remains one of the most challenging aspects of language learning for Indonesian students. National and international assessments highlight this gap. The Education First English Proficiency Index (EF EPI, 2023) ranks Indonesia 61st out of 113 countries, indicating that listening and overall comprehension skills remain below the global average. Similarly, the Programme for International Student Assessment (PISA, 2022) reported that Indonesian students often struggle with tasks requiring the integration of information from oral sources, especially in English. These findings underscore the need for more engaging and effective listening practice in schools.

In the classroom, listening activities are often limited to textbook- based exercises, pre-recorded conversations, or teacher-led dictations. While these methods provide exposure to formal language, they may not fully represent the variety of accents, speeds, and informal expressions that students encounter in authentic communication. Furthermore, time allocated for listening practice in the curriculum is relatively short compared to other skills, which further limits students' exposure.

At MTs Prima Bekasi, preliminary observations during the 2024/2025 academic year revealed similar issues. Many students expressed difficulty in understanding English audio materials, particularly when the speakers talked quickly, used unfamiliar vocabulary, or had different accents. Teachers also reported that students' listening test scores were consistently lower than their reading or writing scores. This gap suggests that traditional listening practice alone may not be sufficient to build strong listening competence.

Interestingly, outside the classroom, students are increasingly exposed to English through various informal channels, particularly music. Listening to English songs is one of the most common leisure activities among junior high school students. Songs are not only a form of entertainment but also a rich source of authentic language input, containing natural pronunciation, intonation, rhythm, and idiomatic expressions. Unlike traditional listening materials, songs can be replayed countless times without causing boredom, which allows learners to internalize vocabulary and sentence patterns subconsciously.

Research supports the potential of music in language learning. Medina (2021) found that students who listened to English songs regularly showed improved word recognition and pronunciation accuracy. Similarly, Wijayanti & Fitria (2022) noted that songs enhanced learners' motivation, making them more willing to engage in listening practice. Nevertheless, studies focusing specifically on junior high school students—especially in the Indonesian context—are still limited.

Given these considerations, this study aims to investigate the correlation between students' habit of listening to English songs and their listening skills at MTs Prima Bekasi. By focusing on the frequency, duration, and engagement level in listening to English songs, this research seeks to determine whether such habits contribute positively to students' listening comprehension.

The findings are expected to inform English teachers about the potential integration of music into the learning process, not merely as a supplementary activity but as a structured medium to enhance listening ability. For students, this research may encourage a shift in perspective— viewing English songs not only as entertainment but also as an accessible, enjoyable tool for language improvement.

This challenge is also reflected in Indonesia's performance, where EF EPI (2023) and PISA (2022) show that listening skills remain below the global average. Based on Krashen's (1985) Input Hypothesis, meaningful and repeated exposure through authentic input—such

as songs—can support language acquisition more effectively. Research by Medina (2021) shows that songs help students improve vocabulary and pronunciation, while Wijayanti & Fitria (2022) highlight their motivational impact. In line with Richards and Schmidt (2010), who stress the importance of enjoyment in lowering learning barriers, English songs can be seen not only as entertainment but also as a powerful tool to strengthen listening ability. Therefore, this study focuses on exploring the correlation between students' habit of listening to English songs and their listening skills at MTs Prima Bekasi.

What are listening habit of students in listening to English songs at MTs Prima Bekasi? How is the English listening skill of students at MTs Prima Bekasi? Is there a significant correlation between students' habit in listening to English songs and their English listening skill?

RESEARCH METHOD

This study uses a quantitative approach because the data collected is in numerical form and can be analyzed statistically to provide objective evidence of the relationship between variables. By using a quantitative design, the researcher can quantify patterns, measure the strength of correlations, and draw conclusions based on empirical data. The study employs the survey method, which involves distributing questionnaires to respondents to measure students' habits in listening to English songs. In addition, tests are administered to evaluate students' listening ability, allowing the researcher to link habitual behaviors to measurable outcomes in listening proficiency.

This research falls under correlational research, as it aims to determine the extent to which the independent variable and dependent variable are related. The independent variable (X) in this study is students' habit in listening to English songs, which encompasses frequency, duration, engagement, and enjoyment. The dependent variable (Y) is students' listening skill, which reflects their ability to comprehend spoken English accurately and effectively. By examining the relationship between these two variables, the study seeks to provide insights into whether habitual exposure to English songs can predict or influence listening proficiency.

The data collection technique involves two main instruments. First, a questionnaire in the form of a Likert scale was designed to measure the frequency, duration, and intensity of students' engagement with English songs. This instrument captures detailed information about how often students listen to songs, how long each listening session lasts, and the level of involvement, such as reading lyrics, singing along, or reflecting on the content. Second, a multiple-choice listening test was administered to assess students' comprehension of English audio materials. This test evaluates their ability to understand spoken language, recognize vocabulary, interpret meaning, and follow sentence structures. Together, these instruments provide a comprehensive view of both students' habits and their listening performance.

The collected data were then analyzed using Pearson or Spearman correlation analysis, depending on the distribution of the data. This statistical analysis allows the researcher to determine both the strength and direction of the relationship between students' listening habits and their listening skills. A positive correlation would indicate that higher levels of engagement with English songs are associated with better listening comprehension, while a negative correlation would suggest the opposite.

By employing this method, the study focuses on the practical question of how students' informal, habitual listening behaviors can influence their listening proficiency in English. It seeks to uncover whether consistent exposure to English songs, in a structured yet enjoyable way, contributes meaningfully to language acquisition. Furthermore, the use of both questionnaires and listening tests ensures that the analysis considers not only self-reported behaviors but also objectively measured outcomes, providing a well-rounded understanding of the relationship between listening habits and listening skills. Ultimately, this research aims to demonstrate the potential benefits of integrating enjoyable, repeated listening activities into students' daily routines, highlighting how informal practices can complement formal language instruction and support ongoing skill development.

RESULT AND DISCUSSION

The data for this study were collected from a total of sixty eighth- grade students at MTs Prima Bekasi. These students represented a diverse range of abilities and experiences with English, providing a meaningful sample for examining the relationship between habitual listening and listening skills. To gather comprehensive data, two instruments were employed.

The first instrument was a questionnaire designed to measure students' habit of listening to English songs, which served as the independent variable (Variable X). The questionnaire aimed to capture multiple dimensions of listening habits, including the frequency of listening, the typical duration of listening sessions, the level of engagement with the songs, and the enjoyment or motivation associated with this activity. Students responded to each item using a Likert scale, which allowed them to indicate the degree to which they agreed with each statement. The use of a Likert scale provided a nuanced picture of students' behaviors, enabling the researcher to quantify habitual listening in a systematic way.

The second instrument was a listening comprehension test, which served as the dependent variable (Variable Y). This test was carefully constructed to assess students' understanding of spoken English through ten multiple-choice questions. Each question focused on a specific aspect of listening comprehension, such as identifying main ideas, recognizing details, understanding vocabulary in context, and interpreting sentence structures. Scores were assigned based on the number of correct answers, providing a clear and objective measure of each student's listening ability.

By combining self-reported questionnaire data with performance- based test results, the study was able to examine not only students' habitual behaviors but also the outcomes of these behaviors in terms of listening proficiency. This approach ensured a balanced and reliable dataset, capturing both subjective engagement and objective performance. The use of these two complementary instruments allowed the researcher to investigate the potential correlation between regular, meaningful exposure to English songs and the development of listening skills among eighth-grade students, providing insights that are directly relevant to classroom practice and language learning strategies.

Table 1. descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Habit in Listening to English Songs (X)	60	28	50	39.85	5.20
Listening Skill (Y)	60	40	90	68.72	10.45

The mean score for students' habit in listening to English songs was 39.85, which falls into the moderate category based on the scoring criteria.

Before proceeding with hypothesis testing, several prerequisite tests were conducted to ensure that the collected data met the necessary assumptions for Pearson correlation analysis. These preliminary checks were important to guarantee that the results would be valid, reliable, and meaningful. Without confirming these assumptions, any correlation findings could be misleading or inaccurate, potentially affecting the interpretation of the relationship between students' habits in listening to English songs and their listening skills.

The prerequisite tests typically involve assessing the normality of the data distribution, verifying the linearity of the relationship between variables, and identifying any outliers that might distort the results. Ensuring normality helps to confirm that the data approximates a bell- shaped curve, which is one of the key assumptions of Pearson correlation. Checking linearity ensures that the relationship between the independent variable

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and the dependent variable is straight rather than curvilinear, making the correlation coefficient an appropriate measure of association. Identifying and addressing outliers is also crucial, as extreme values can disproportionately influence the strength and direction of the correlation.

Table 2. Test of Normality

	Sig. (Kolmogorov-Smirnov)	Interpretation
X	.200	Normal distribution
Y	.134	Normal distribution

Based on the results of the normality test, it was found that the significance values for both variables exceeded 0.05. This indicates that the data are normally distributed, meeting one of the essential assumptions for conducting Pearson correlation analysis. A normal distribution suggests that the majority of students' scores cluster around the mean, with fewer extreme values, allowing for accurate and reliable statistical interpretation. Ensuring normality provides confidence that the correlation results reflect the true relationship between students' habit of listening to English songs and their listening skills, without being distorted by skewed or irregular data patterns.

Discussion

The findings of this research further reinforce the idea that informal exposure to English, when done consistently, can make a measurable difference in listening comprehension. One of the key strengths of listening to songs is that it blends learning with enjoyment, creating a learning environment that feels natural rather than forced. Unlike formal classroom listening tasks, where students may feel pressure to answer questions quickly or compete for grades, listening to music is a voluntary and enjoyable activity. This relaxed context allows learners to focus more fully on the language itself, paying attention to pronunciation, intonation, and rhythm without the distraction of anxiety or time constraints. This environment aligns with perspectives in Complex Dynamic Systems Theory, which recognizes the role of emotional and motivational factors in shaping learning trajectories, as well as the Noticing Hypothesis, which emphasizes that learners are more likely to notice and retain linguistic features in engaging, low-stress settings. By reducing emotional barriers, students remain more open to identifying patterns, internalizing vocabulary, and gradually improving their comprehension.

When situating these results within the broader context of earlier studies, it becomes clear that the positive relationship observed here is consistent with prior research. Nurjanah et al. (2018) and Lapuk et al. (2023) both highlighted the value of repeated exposure to English through enjoyable media such as songs. Their findings suggested that frequent listening allows learners to gradually notice nuances in language, internalize grammatical structures, and expand their vocabulary without conscious effort. In the present study, students who reported listening to English songs daily or multiple times a week generally demonstrated stronger listening comprehension than those who listened less often. This finding underscores the principle that the frequency of exposure is a critical factor in skill development, reinforcing the idea that small, repeated interactions with language accumulate into meaningful learning over time.

However, the research also emphasizes the importance of quality engagement alongside frequency. Students who listened passively—simply playing songs in the background without actively following the lyrics, reflecting on meaning, or imitating pronunciation—showed less improvement in listening comprehension. This aligns with Adella's (2023) conclusion that active engagement enhances language acquisition. Activities such as singing along, reading lyrics, or discussing the content of songs transform what might otherwise be a purely leisure activity into a dynamic learning

experience. Through active involvement, learners reinforce vocabulary, improve pronunciation, and even gain insights into cultural nuances embedded in the lyrics. This suggests that the effectiveness of music as a learning tool depends not only on how often students listen, but also on how attentively and intentionally they engage with the material. The moderate correlation value found in this study (0.532) further highlights that listening skill development is influenced by multiple factors beyond music exposure. Classroom instruction, teaching strategies, and structured listening exercises remain significant contributors. Individual differences, such as memory capacity, attention span, and prior experience with English, also play a role in how much benefit a student derives from listening to songs. For instance, students who are accustomed to practicing with podcasts, news broadcasts, or teacher-led listening activities may have broader listening skills than those who rely solely on songs. These combined factors suggest that while music can be a powerful supplementary tool, it works best in tandem with other forms of language practice.

Another noteworthy aspect is the effect of song characteristics, including genre, tempo, and clarity of pronunciation, on listening outcomes. Songs with clear articulation, moderate tempo, and standard pronunciation tend to be more effective in supporting comprehension, whereas songs with rapid delivery, heavy slang, or regional accents may present additional challenges. In this study, students who preferred pop or acoustic songs often achieved higher listening scores, likely due to the clarity and accessibility of the lyrics. In contrast, students who favored rap, rock, or other fast-paced genres sometimes faced difficulties in fully grasping the words, even with similar listening frequency. This observation reinforces the idea that both the choice of materials and the way students engage with them influence learning outcomes.

From a practical perspective, these findings suggest that English teachers could incorporate music-based activities into lessons more deliberately. Instead of playing songs solely for enjoyment, educators could pair listening with lyric sheets, highlight key vocabulary, or design follow- up exercises such as comprehension questions or gap-fill activities. Encouraging students to explore music independently, with guidance in selecting songs that are both enjoyable and linguistically accessible, could further enhance their listening experience. By structuring these activities thoughtfully, teachers can create opportunities for students to practice listening skills in ways that are motivating, interactive, and effective.

For students themselves, the research underscores the value of transforming a casual entertainment habit into a purposeful learning activity. Combining enjoyment with intentional strategies—such as following along with lyrics, noting unfamiliar words, practicing pronunciation, and reflecting on meaning—allows learners to gradually improve listening comprehension without the pressure of traditional study. Over time, these small but consistent efforts contribute to a stronger foundation in language comprehension, which can support both academic achievement and everyday communication in English.

Overall, the discussion of these findings illustrates that listening to English songs is not the sole determinant of listening proficiency, but it represents a meaningful and practical contributor when practiced consistently and actively. Its potential lies not only in frequency but also in the quality of engagement, the choice of material, and the learner's motivation. These insights highlight that informal, enjoyable, and well- structured listening experiences can complement formal instruction, offering students a sustainable way to enhance their listening skills and fostering a lifelong appreciation for learning through authentic, meaningful language exposure.

CONCLUSION

This research was conducted to investigate the correlation between students' habit of listening to English songs and their listening skill at MTs Prima Bekasi. Based on the statistical analysis of data collected from sixty Grade VIII students, the results revealed a moderate positive correlation, with a coefficient of 0.532 and a significance value of 0.000,

which falls well below the conventional 0.05 threshold. These findings indicate that the relationship between the two variables is statistically significant, suggesting that students' habitual engagement with English songs does have a measurable impact on their listening comprehension.

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