

CHAPTER I

INTRODUCTION

1.1 Background of the study

Listening is an activity of receiving language identified as information obtained by the ears. The information to be received can be in the form of letters, rhythm, stress, and pauses of a word or sentence. Listening requires focus and attention, so the information received is not different from what the speakers say because when receiving incorrect information from the speaker, it will become disinformation, which causes differences in perception between the speaker and the listener. To become a native speaker of English, it is essential to develop solid listening. Renukadevi (2014: 59) says listening is a receptive skill that builds consciousness of the language learning process. Students and teachers must master this skill. Listening is an activity that holds a crucial part in the English learning process.

Unlike hearing, which only perceives sound passively, Saha (2017:1) stated that listening involves an active process that needs sound analysis. When students learn to listen, they should be able to give more attention to every topic. It is because they need to understand the pronunciation, accent, vocabulary, grammar context, and what the information is talking about. Students can easily follow the learning and listening processes if they have background knowledge about the topic. According to Harmer (2001:199-200), having schema or pre-existing knowledge will help students to predict what will happen in the listening section. In contrast, students need schemata to find it easier to deal with or work harder to understand what they hear.

In Indonesia, English is used as a second language. Many students think that it is very difficult and confusing to learn. English is the easiest language to learn because many resources are available. As soon as students decide to want to learn, there to learn, there are many resources. Which are contains not just about lessons and grammar. Students can learn from TV shows, Spotify, radio, YouTube, and podcasts. With media sources that have been be easier to learn English on students own with media that students preferred. The researcher suggests that listening is the easiest way to learn English. In learning English, some fun media can be used by teachers.

Media is very important in teaching and learning process. As stated by Heinich (2002:9-10) Media is anything that carries information between a source and a receiver. There are five kinds of media as stated by Susilana and Riyana (2009:14). They are audio, motionless visual, motion visual, and motionless audiovisual and motion audiovisual media. By using audio, media that use sense of vision and hearing, students can get more than students learn by using audio media that only use one sense either vision or hearing. In order to get students' interest, beside some conversation, music could be one alternative of good media to teach English listening achievement.

As stated by Harmer (2001:242) Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it, so music can change the atmosphere in a classroom or prepare student for a new activity. These days, English song are in every media. It is very easy to find English song, and many students are really into that English song. Presenting a song in class once in a while will make learning English more

fun and interesting because the students felt energized. With listening to English song, students will learn the meaning of lyrics being sung easily, the implicit sentence of the lyric and specific information related to the song being sung.

English song is not only entertaining and interesting. They are also very useful to help in teaching skills in English. By learning English songs, students can learn about the song's content and get the meaning of the song they heard to practice listening to the words they have never heard. When they familiar with the English song, the problem in listening will be reduced. In English Language Education Study Program, the role of the lecturer as a model is very important when English is a foreign language. Spoken language begins by sound. Therefore, in English Language teaching, attention should be paid to teaching of listening throughout all stages. Based on the theories, the researcher assumes that listening is very important. Good listening can help student to improve their skill for communicating with other. High frequency to practice listening using media can help them increase their listening achievement.

English Language Education Study Program students are familiar with English word. They easily find it on campus because they have English Language Education Study Program. The other students need clarification and they often listen English in same listen Bahasa Indonesia. The other problems of the students are lazy to practice listen English word. Beside the environment does not support, the ignorance of students about the way how to learn listening become factors which make students lazy. Student interest in English song can make them to listening English song more often, and more repetition in an activity can make a habit. A student who likes listening English songs usually will listen the word or sentences

repeatedly. By doing that, listening to English song habits will form in them. The activity to listen a song will be done by them very easily. Watching on the TV, YouTube, Spotify, listening to the smartphone or any other media will be done automatically and with no effort anytime they want.

Many students love listening English songs. It is probably because those English songs are trend today. More teenagers start to enjoy English songs, and they can upload their records to social media. For some people, this kind of hobby will easily lead them to be more curious and this hobby can make money if they can sing with good way. They will sing as often as possible, start to listen to the song and sing the song out loud imitating the singers, memorize the lyrics, and be more curious to find out the song's meaning find some difficult words, they will ask other persons who have good English or they can open the dictionary and find the meaning by themselves. The kind of activities will help them improving their English. Even when they only listening the song, listening English song habit will help listening English words.

Having an assumption that listening to English song is an effective way to improve listening and having a desire to do research about it in English Language Education Study Program, the researcher came to korti of the class, to do an observation about the students' skill in listening. According to the korti, English Language Education Study Program students love listening even in English song. Student using many media to listening English song. A few of them has very good in listening, but most of them has low or even very low skill in listening.

Because of the background of the study above' the researcher considered this problem appropriate to be investigated, remembering the benefit which can be

taken from the research activity. In this study, the researcher is interested in designing a research problem entitled Correlation Between Listening English Song Habit and Listening Achievement of the first semester student of English Language Education Study Program in Academic Year 2022/2023.

1.2 Research Problems

Every research must have a problem that must be solved. Formulating a research problem that the researcher can use to conduct clear and specific research is important. Based on the background above, listening English song and listening achievement is important, especially in English. It is important to formulate the research question. The research problem must be discussed clear and specific. The researcher would like to identify the problem: is there any significant correlation between listening English song habit and listening achievement of the first semester students of English Language Education Study Program in Academic Year 2022/2023?

1.3 Objectives of The Study

The research objective is the goal that researcher will do or achieve after the research carried out. Knowing the purpose of the research, will help the researcher paying more attention to collecting proses of data on this study. Implementing this scientific investigation will help the researcher find the answer to the research problem. Based on the problem statement above, the researcher's objective is to know the significance of the Correlation Between Listening English Song Habit and Listening Achievement of the first semester student of English Language Education Study Program in Academic Year 2022/2023.

1.4 Limitation of The Study

In this study, because of the limitation of study, it is important for discussion material of the specific research. The researcher only focused on the correlation between two variables, Listening English Song Habit and Listening Achievement of the first semester student of English Language Education Study Program in Academic Year 2022/2023. This study limits the problem of discussing listening English song habit which focused on repetition, frequency, uniformity, interest and the result. In addition, listening achievement, limit the topic to certain topic about a place to live, choosing a school and studying abroad. Listening achievement could have been improved in listening of identifying specific information from dialogue and monologue.

1.5 Significant of The Study

The main practical consideration explained in this study, is the importance of research finding. This is because this research is to determine whether or not is a significant relationship between Listening English Song Habit and Listening Achievement of the first semester student of English Language Education Study Program in Academic Year 2022/2023. The result of this study is highly expected and recommended to provide significant research finding related to listening English song habit and listening achievement. In conclusion, this study is expected to provide theoretical and practical significance to the correlation between listening English song habit and listening achievement.

Theoretically, the findings of this research are expected to provide contribution and material for future research to examine listening English song

habit and listening achievement. This research expected to provide a new list of several studies on correlational study that other researcher or reader to obtain new information. Thus, this study is expected to be a reference for further correlational studies to determine correlation between listening English song habit and listening achievement.

Practically, the result of this study is expected to be useful for listening lecturer, students, and other researchers. Listening lecturer are expected to provide information to get better for result of first semester student of English Language Education Study Program Faculty of Teacher Training and Education Universitas Mahasaraswati Denpasar. For students, it is hoped that it can help them to solve their problem by considering better strategies in the future to improve their listening English song habit and listening achievement. Finally for other researcher, this research is expected to be a reference that can help to improve and develop Correlation Between Listening English Song Habit and Listening Achievement. The finding of this study may have some weakness that other researcher can better in future studies.

1.6 Definition of Key Term

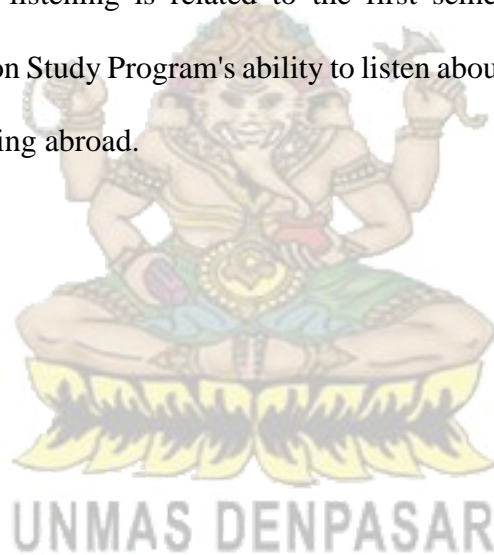
It is important to define key terms to understand the topic clearly. In this study, the researcher has several key terms related to research. Key terms based on research variable in this study. The focus of this study was to determine correlation between listening English song habit and listening achievement of the first semester of English Language Education Study Program in academic year 2022/2023. The key terms in this study are Habit and Listening. In order to avoid misunderstanding the researcher would like to define the following key term:

1. Listening Habit

Listening Habit is the complete ability of first semester students of English Language Education Study Program Faculty of Teacher Training and Education of Universitas Mahasaraswati Denpasar in academic year 2022/2023 to complete the listening English song habit questionnaire that have prepared by the researcher. The questionnaire focused on habit aspects, namely, repetition, frequency, uniformity, interest and the result

2. Listening Achievement

In this study, listening is related to the first semester students of English Language Education Study Program's ability to listen about a place to live, choosing a school and studying abroad.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories from journal, relevant book and other thesis related to studies. This research must also be supported by a theory that can strengthen the statements given by researchers. To contribute a practical significance is intended in every scientific investigation. Therefore, to emphasize and avoid misunderstanding the practical must be conducted with the basis of theory, it is also in concern to the concepts and theories which will be used as the standard in every research. Consequently, to substantiate the theoretical framework of this research study, the researcher should criticize some relevant theories from some experts related to the study.

2.1.1 Listening Habit

Habit, which means something that do often and regularly. Benjamin Gardner (2015:280) stated that habit is a process by which a stimulus automatically generates an impulse towards action, based on learned stimulus-response associations. Lucas Carden (2018:118) said that Habit resistance to change is understandable given context cues that capture attention automatically and given habitual responses that are activated automatically on perception of the cue. Through these basic mechanisms, features of the environment are interwoven into habit formation and change.

Benjamin Gardner (2015:278) stated that five definitions portray habit as process-generated behavior.

1. Behavioral patterns, based on learned context behaviour associations, that are elicited automatically upon encountering associated contexts acquired through context-dependent repetition.
2. Behavioral patterns learned through context dependent repetition: repeated performance in unvarying settings reinforces context-behaviour associations such that, subsequently, encountering the context is sufficient to cue the habitual response automatically.
3. Behavior patterns regularly followed until they become almost involuntary. Habits are cued relatively directly by the environment, with minimal amount of purposeful thinking and often without any sense of awareness.
4. Behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.
5. Learned sequences of acts that have been reinforced in the past by rewarding experiences and that are triggered by the environment to produce behaviour largely outside of people's conscious awareness.

Habits form as people pursue goals in daily life. When repeatedly performing a behaviour in a particular context, people develop implicit associations in memory between contexts and responses. Wood and Runger (2015:289) identifying three ways on habit. First, habits form as people pursues goals by repeating the same responses in a given context. Second, people act on the habit in mind and their prevailing goals by tailoring their behaviour to the current circumstances. Third, people tend to infer from the frequency of habit performance that the conduct must have been intended. From the statement above, habit is something that to do often and regularly to pursuing goals in daily life.

Hebermann (2005) said that effect of habit if an attitude, action, or series of actions resulting from a well-formed and deep-rooted habit is compared with the corresponding attitude, action, or series before the habit was contracted. Hebermann (2005) stated that there are 6 effects of habit in general:

1. Uniformity and regularity have succeeded diversity and variety; under the same circumstances and conditions the same action recurs invariably and in the same manner, unless a special effort is made to inhibit it;
2. Selection has taken the place of diffusion; after a number of attempts in which the energy was scattered in several directions, the proper movements and adaptations have been singled out; the energy now follows a straight line and goes forth directly toward the expected result;
3. Less stimulus is required to start the process, and where perhaps resistance had to be overcome, the slightest cue now suffices to give rise to a complex action;
4. Difficulty and effort have disappeared; the elements of the action, every one of which used to require distinct attention, succeed one another automatically;
5. Where there was merely desire, often difficult to satisfy, or indifference, perhaps even repugnance, there is now tendency, inclination, or need, and the unwonted interruption of habitual action or mode of thinking generally results in a painful feeling of uneasiness;
6. Instead of the clear and distinct perception of the action in its details, there is only a vague consciousness of the process in its totality, together with a feeling of familiarity and naturalness. In a word, habit is selective, produces

quickness of response, causes the processes to be more regular, more perfect, more rapid and tends to automatism.

From these effects, to acquired habit students' need progress requires flexibility, power to change and to conquer, fixity of useful modifications and the power to retain conquests. Adaptability to new surroundings, and facility of processes presuppose the power of acquiring habits. Adaptability to new surroundings, and facility of processes presuppose the power of acquiring habits. Without them, mental functions and even the most ordinary actions would necessitate a distinct effort for every detail, consume a great deal of time, and remain imperfect. All mental functions in the adult are the results of habits, or are modified by them.

Several factors support these habit activities. As stated by Habermann (2005)

The main factors in the growth of habit are:

1. The number of repetitions, as every repetition strengthens the disposition left by previous exercise.
2. Their frequency: too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and results in organic and mental fatigue.
3. Their uniformity: at least change must be slow and gradual, new elements being added little by little.
4. The interest in the actions, the desire to succeed, and the attention given.
5. The resulting pleasure or feeling of success is associated with the idea of the action.

Meutia *et al* (2012) stated habit in listening to English songs is the routine and automatic activity of paying attention to get meaning by listening songs which have words, melody, rhythm sung by a singer in English words by person in daily life. Another theory stated by Saputra (2014), listening habit is a pattern of behaviour in identify and understand what others are saying that requires an essential sound as the input that is regular and which has become almost automatic as a result of repetition. In addition, listening habit consist of calling or judging a subject, criticizing reacting, listening for facts, yielding to distractions, lecture notes, review sessions, the easiness, and thought speed.

Atikahwati (2019) stated that the criteria of habit used is intended as the students' habit in listening to English songs in their daily activity wherever and whenever. A habit can be done at home, at the school, on the way and other places. The criteria of habit will be discovered by looking students' respond in questionnaire. If students give respond with strongly agree, agree and uncertain, so it is their habit. But, if students give respond with disagree and strongly disagree, so it is not their habit. From this stated it can conclude that if student the obtaining criteria of habit especially in listening habit is strong if student answering with good respond, but if students answering with bad answer the obtaining criteria of habit especially in listening habit is low.

As many theories has been stated above defining listening habit, it can be concluded that listening habit is an activity that is doing often, repeatedly, and regularly. There are several effects of listening habit, increasing uniformity and regularity, increasing selection on what students doing listening habit, reducing the stimulus for action, increasing difficulty of habit level, increasing the desire to do

something repeatedly and increasing awareness in carrying out activities. In listening habit, several factors can support listening habit activities, such as repetition, frequency, uniformity, interest and result after habit activities. In which this also related to what many students has been doing in their daily for a long time such as listening song, especially listening English song.

2.1.2 Listening Achievement

Listening is an activity of receiving language identified as information from the ears. According to Thompson, I & Rubin, J. (1996:331). They were listening as an active process in which listeners select and interpret information from auditory and visual clues to define what is going on and what the speakers are trying to express. Meanwhile, listening is a psychological act involving a complex human brain to recognize, comprehend, and construe the sound or statement.

According to Rost (2002:11) hearing is the primary psychological system that allows for the acceptance and modification of sound waves. Listening is based on four orientations or perspectives. First, from the receptive perspective, listening is viewed as receiving what the speaker says. Second, from the constructive perspective, listening can be defined as building and representing meaning. Third, viewed from a collaborative perspective, listening is conferring meaning with speakers and responding to it. Fourth, from the transformative perspective, it means creating meaning through connection, ideas, and empathy.

Linse (2015:22) points out that hearing refers to the real conception and processing of sound, while listening refers to the concept that students can match the sounds with the corresponding symbols when they decode words. From the above definitions, students only hear the sound with effort in listening, but try to

understand and interpret the message. Listening is an active process. It involves the brain receiving the sound, comprehending the idea, and deciding what the speaker says.

In listening, several elements can be used as indicators in making a listening test. According to Saputra, M. W. (2018:10) said that there are four elements of listening, namely:

1. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus is defined into two: focus on ears for listening to the audio and focus on eyes for reading and matching the text with the audio. Such as eyes may need to adapt better to the numerous distractions in a typical classroom and some noisy sound from outside the classroom.

2. General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the text. The listener can imagine to catch the general meaning of something they hear.

3. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

4. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It involves understanding the text and vocabulary to get the correct answer.

From the explanation above, the researcher used to listen for details in using indicator of listening test. The reason using listening for detail because students can understand the information clearer in understanding and more detailed information.

According to Brown (2004:120) there are 4 stages represents a potential assessment objective:

1. comprehend surface structure elements such as phonemes, words, intonation, or a grammatical category.
2. understanding of pragmatic context
3. determining meaning of auditory input.
4. developing the gist, a global or comprehensive understanding

From these stages, the researcher can derive four commonly identified types of listening performance, each of which comprises a category within' which consider assessment tasks and procedures.

Brown (2004:120) states that there are four basic types of listening as follows:

1. Intensive listening

Intensive listening is for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2. Responsive listening

Responsive listening used a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) to make an equally short response.

3. Selective listening

Selective listening is processing stretches of discourse such as short monologues for several minutes to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical category, direction (in a map exercise), or certain facts and event.

4. Extensive listening

Extensive listening is to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

In this study, the researcher used a selective listening as the test of research. The reason choosing selective listening is that students can comprehend designated information in a context of longer stretches of spoken language. In selective listening, students listen to a limited quantity of aural input and must discern within it some specific information. Brown (2004:125) states there are 3 designs of assessment for selective listening, as follows:

1. Listening Cloze

Listening cloze tasks (sometimes called cloze dictations or partial dictations) require the test-taker to listen to a story—monologue, or conversation and simultaneously. In generic form, the test consists of a passage in which every *n*th

word (typically every seventh word) is deleted and the test-taker is asked to supply an appropriate word. In a listening cloze task, test-takers see a transcript of the passage they are listening to and fill in the blanks with the words or phrases they hear.

2. Information Transfer

Information transfer technique in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on a map. Information transfer tasks may reflect greater authenticity by using charts, maps, grids, timetables, and other artifacts of daily life

The preceding example illustrates test-takers' need to focus on the relevant information. The objective of this task is to test prepositions and prepositional phrases of location (*at the bottom, on top of, around, along with larger, smaller*), so other words and phrases such as back yard, yesterday, last few seeds, and scare away are supplied only as context and need not be tested.

3. Sentences Repetition

Simply repeating a sentence or a partial sentence, or sentence repetition, is also used to assess listening comprehension. As in a dictation, the test-taker must retain a stretch of language long enough to reproduce it and then must respond with an oral repetition of that stimulus. Incorrect listening comprehension, whether at the phonemic or discourse level, may manifest in the repetition's correctness.

According to Hornby (2010) Achievement is a thing that somebody has done successfully using effort and skill. Rositasari *et al* (2019) stated that achievement has been done or got through work: a result of hard work. It means that achievement

is what students have to do with the specific skill of certain lesson they have followed in the class. In addition, listening achievement results from students' learning ability, listening after they have followed a teaching learning listening process. Another statement from Isnayasari (2018) stated that listening achievement is a thing that somebody has done successfully in identifying and understanding what other are saying that involves understanding a speaker accent or pronunciation, his grammar, or his vocabulary and grasping his meaning using their effort and skill.

Based on the statement, it can be concluded that listening achievement results from students' listening process that has been done through the work or lesson they have done in teaching learning listening process on their class by their effort and skill. In this study, the researcher used information transfer as the design of assessment task of the test. The reason choosing information transfer is to show that the students have understood the information and that their understanding is deep enough to adapt in some way with their effort and skill in understanding what the speaker talking about.

2.2 Empirical Review

Empirical review is the review of the relevant research that had been conducted in which it reviews the previous researches that are relevant with present study. Other researches used listening English song habit and listening achievement as the variable of the correlation research. The researcher used previous studies as a basic consideration to conduct the present study—the related studies used as references were described as follows.

The first study was by Ayuningsih (2022) entitled *The Correlation between Students' Habits in Listening English Songs and Their Achievement*. The result showed a positive and moderate correlation between students' habit of listening to English song and listening achievement. The strength of the research is the process of collecting listening achievement data, because the researcher no need to doing a test and the weakness of the research is because using simple random sampling, the time to answer the questionnaire take a bit longer.

The second study was by Silvia (2017) entitled *Correlation Between Habit in Listening English Songs and Listening Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang*. Which the result showed that there is a positive and significant correlation between students' English song habit and their Listening Comprehension Achievement of the eleventh grade of SMA Muhammadiyah 6 Palembang. The strength of the research is the process of collecting listening achievement data, and the weakness of the research is because using simple random sampling, the time to answer the questionnaire take a bit longer.

Based on the research above, this research has similarities and differences with both researchers. The similarities of this research are using descriptive statistical analysis, correlation and Product Moment Pearson to analyze the data. The difference in this research is that the researcher wants to know whether the listening English song habit and their listening achievement are correlated. While, Putri's research aimed to know more detail about students' habit in listening English song and Nova's research aimed to find out the students' habit in listening English song and listening comprehension achievement. Second, the population of

this research was in first semester of students in academic year 2022. While, the population of the Ayuningsih research was the students of English Education Department in academic year 2018 and Silvia's research Senior High School (SMA Muhammadiyah 6 Palembang). Third, used cluster random sampling technique. While, the sample of the sample of Ayuningsih research was 35 students and Silvia's research was 62 students in SMA Muhammadiyah 6 Palembang.

2.3 Hypothesis

Based on the theories above, the researcher proposed the hypotheses as follows:

1. Alternative Hypothesis (Ha): There is correlation listening English song habit and Listening Achievement of English Language Education Study Program in academic year 2022/2023.
2. Null Hypothesis (Ho): There is no correlation between listening English song habit and Listening Achievement of English Language Education Study Program in academic year 2022/2023.