

**THE CORRELATION BETWEEN HABIT IN LISTENING TO ENGLISH
SONGS AND ENGLISH LISTENING COMPREHENSION ACHIEVEMENT
OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMADIYAH 6
PALEMBANG**



UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get

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by

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Assalamualaikum, Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Correlation Between Habit in Listening to English Songs and English Listening Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang"**, di tulis oleh saudari Nova Silvia (12250101) telah dapat diajukan dalam sidang munaqosyah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

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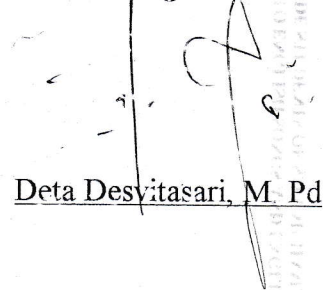
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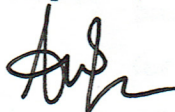
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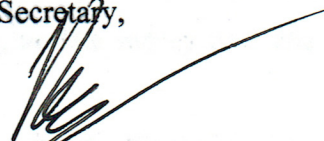
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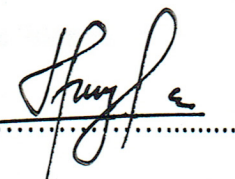


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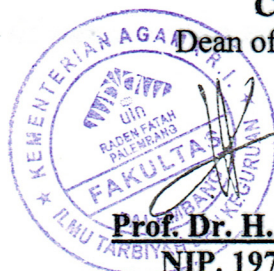
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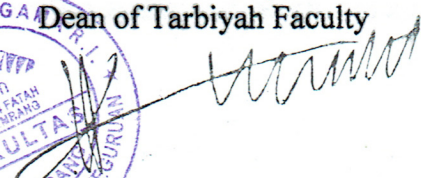

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DEDICATION

This thesis is dedicated to:

- Allah SWT for everything that have given to me, and for His blessing, His mercies, His Messengers, His Books and His great helps.
- The prophet Muhammad SAW who always inspires me to do the best.
- The lovely people, my great father and mother, brothers and sisters in law, my only sister and brother in law, my dearest nieces and nephews and all of my family who are always beside me and give a great Love, pray, motivation, support and help.
- My inspiring Advisors, M. Hollandyah, M.Pd. and Deta Desvitasari, M.Pd. who had given me help, inspiring, support, motivation, and pray. Thanks a lot, may Allah always give His mercy and His help for them.
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Motto :

^_^ A lil person who believed in the greatness of Allah ^_^

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ABSTRACT

This research is aimed to describe the correlation between students' habit in listening to English songs and their listening comprehension achievement. The method which was used in this research was correlational research. The population of the research was all the eleventh grade students of SMA Muhamadiyah 6 Palembang in the 2016/2017 academic year. There were 120 students from four classes as the population in this research. The sample was taken by using purposive sampling which consisted of 62 students. Furthermore there were two variables in this research, students' habit in listening to English songs and students' listening comprehension achievement. Questionnaire was used to get the score of students' listening habit, meanwhile listening test was used to get the score of students' listening comprehension achievement. Based on the data analysis, it was found that the r -obtained (0.829) was higher than r -table (0.330) with the level of probability (p) significance (sig.2-tailed) was 0.00. It means that null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the research finding, it can be concluded that there was significant correlation between students' habit in listening to English songs and their listening comprehension achievement. Next, to find out the significant influence, regression analysis was conducted. It revealed from the analysis that R—square which was .694. It means that the students' habit in listening to English songs gave significant effect with 69.4% contribution towards listening comprehension achievement, and 30.6% contribution was from other factors.

Keywords: *Listening habit, listening comprehension*

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Palembang, 15 November 2017

Nova Silvia

CHAPTER I

INTRODUCTION

This is the opening chapter of this study. This chapter presents: (1) background of the study; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background.

Language in social life is a major series which highlights the importance of language to an understanding of issues of social and professional concern (Fairclough, 1989). Language as a medium of communication between people who are not only from the same state, but also between countries that have different language. Caine (2008) has also noted that English is spoken worldwide as the first, second, foreign language or other language. It is clear that English language has become more dominant around the world.

English is one of important languages in this world. It is an international language which is spoken in many countries as a native, as a second and a foreign language. The fact that English is now the main international language is indisputable. In all aspects of international life (trade, science, diplomacy, education and travel), the commonly-used language is English and has been for decades.

English language has dominated all aspects in terms of communication. English is a global 'Lingua Franca' which is most often used all over the world. In

other words, English has become a universal language that is used in the world of technology, education, business, trade, and so forth. That is why English language is important to be studied and mastered in order to be able to compete and face the globalization era.

In English, there are four skills that should be mastered. Those important skills of language are listening, speaking, reading, and writing skill. However, Hedge (2007) states that among the basic four English skills, listening is the most frequently-used skill. He adds that listening gives 45% contribution to a successful communication (speaking 30%, reading 16%, writing 9%). Muriel (2010, p. 137) describes that when considering interpersonal communication competence, listening is the first skill to master, but when considering academic competence, listening is the second skill to be mastered after the reading skill. In conclusion, whatever the purpose people have in learning English, listening skill is very important.

Listening is an activity of receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen, they use our ears to receive individual sounds (letters, stress, rhythm and pauses) and they use brain to convert these into messages that mean something to them. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding (Steinberg, 2007).

Listening is an important part in determining the success of students in academic settings. From junior until university students, they need good listening

comprehension skill to help them in understanding learning process. Daweesh (2014, p. 1) states that for success in academic setting, both teachers and students should acknowledge the importance of listening comprehension. The students need good listening comprehension skill to interpret what people are saying in various academic situations (De chaal, 2014). Especially for senior high school students, they need it for understanding the content that their teacher delivered, discussion, presentation, seminar and also help them to pass listening test in national examination.

Listening skill is also influential in acquiring foreign language. The key to master foreign language is having good listening skill. Hamouda (2013, p. 113) states that no one can deny the importance of listening skills in foreign language learning because the key to acquire a language is to receive language input. During communication using foreign language people listen the information (input process) to know what the speaker says and analyses it to make appropriate respond (output process). Renukadevi (2014, p. 60) claims that listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent.

English songs could be one alternative of good media to enhance English listening skill. Nowadays, English songs are getting more popular. It is very easy to find English songs, and many teenagers are really into them. Song is part of music which contains lyrics being sung. Griffee (2001, p. 10) states that song is part of music that you sing through words. Song is a short musical work set to a

poetic text with equal importance given to music and to the words, it may be written for one or several voices and is generally performed with instrument accompaniment.

Today, almost all people especially students, prefer to listen to songs as they can be good entertainment to avoid boredom. With songs the students can create enthusiasm in learning, stimulate spirited discussion and creative writing, and songs can introduce slangs and poetic descriptions easily in order to remember the context, (Cahyono,2010, p. 155)

Listening to English song can be a practice for students to improve their listening skill. When listening to English songs becomes a habit of the students, they will feel familiar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily because as Griffiee (1994, p. 4) mentions that sensitivity in rhythm is a basic and necessary first step in learning language.

Orlova and Wonho (2002) have observed that listening to song can develop listening ability. According to them, songs contextually introduce the feature of supra-segmental (how rhythm, stress, intonation, and pronunciation affect students in English context). They believe that students from any language background can take advantage of using songs as an input for their language learning, especially for improving their listening ability and of course their' listening achievement.

A research on students' habit and academic achievement has been done by many researchers. First, Omotore Tope from Nigeria (2011). In his research he found that the study habit and academic achievement are in positive correlation. The better study habit the students have, the better grade or achievement he/she will get. Tope (2011) also mention a quote from Azikiwe that "good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure". Second, Erna Wati (2004) has conducted a research about teaching learning process by using games and songs. The result of her research shows that teaching English using songs is effective to teach listening for elementary school students.

Having a desire to do a research about it at SMA Muhamadiyah 6 the researcher came to 20 students who is eleventh grade students to do informal interview about their habit in listening English songs and their listening achievement. There are many students who always listen to English songs when doing various activities. Some of them also use song lyrics to enrich their vocabulary. Most of students were very interested in listening to English songs and they are passionate learners, especially in listening subject.

Having this pre-research view about the students' listening achievement and listening habit in English songs of SMA Muhamadiyah 6 Palembang, the researcher has done a research about the students' listening achievement in correlation to their habit in listening to English songs to know if really there is a correlation between them.

An assumption that this habit was very useful for English learners and the pre-research outlook of the students' achievement in listening encourage the writer to arrange a research design entitled The Correlation Between Students' Habit in Listening to English Songs and Their English Listening Achievement of The eleventh grade Students of SMA Muhamadiyah 6 Palembang Academic Year 2016/2017.

1.1. Problems of the Study

The problem of the study are formulated in the following questions :

1. Is there any significant correlation between habit in listening to English songs and listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang?
2. Does habit in listening to English songs significantly influence listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang?

1.2. Objectives of the Study

In line with the problem formulated above, the objectives of this study were:

1. To find out if there is a significant correlation between habit in listening English songs and listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang.

2. To know if habit in listening English songs significantly influences listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang

1.3. Significance of the Study

This study was aimed to describe the correlation of habit in listening to English songs and listening comprehension achievement. The result of this study is expected to be able give some contributions for the teachers, the students, the researcher herself and for the next researchers. The following are the significant contribution for the study:

1. For the Teachers

The result of the research gives an information to the teacher about the ways to create an interactive and attractive listening class. The teacher can build an interactive listening class by combining an attractive media with certain strategy. Through this study, it is expected to give an alternative media and strategy which can be applied in teaching listening to enhance the students' achievement in listening. The media used is English songs. Besides, it is helped that teacher will get attention from students in listening class.

2. For the Students

The result of this research is useful for the students. Especially for the students when they know about their listening habit level, it will help them to realize that how to improve their ability effectively. They can figure at the

solution to enhance their listening comprehension by having good habit in listening to english songs.

4. For the researcher

The result of this research gives many benefit especially to improve researchers' knowledge about listening habit and testing listening comprehension. The knowledge about listening habit and listening comprehension will be applied related to researcher as the candidate of teacher whom contribute in the better education.

5. For the next researchers

The result of this research gives valuable information and to be reference for the next researchers who attempt to identify the correlation students' habit in listening to English songs and listening comprehension achievement.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the followings: (1) correlational research; (2) the concept of habit in listening to english songs; (3) the concept of listening comprehension achievement; (4) the factors that influence the student's listening comprehension; (5) previous related study; (6) hypotheses; (7) criteria for hypotheses testing; and (8) research setting;

2.1. Correlational Research

Fraenkel, Wallen, and Hyun (2012, p. 331) state the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. Creswell (2012, p. 338) declare that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers relate the variable, using the correlation statistic. To know the correlation result, there is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated.

Corellation coefficient specifically range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the

number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation means high scores on one variable tend to be associated with high scores on the other variables, while low scores on the one are associated with low scores on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, and low scores on one are associated with high scores on the other.

Below is the table showing the degree of correlation between the two variables based on cohen, manion, morrison (2007, p. 536):

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Cohen, Manion, Morrison (2007, p. 536)

There are two primary types of correlational research design; explanation and prediction (Cresswel, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) describe the characteristics of this design are that the researcher correlate two or more variables, collect data at one point in time, analyze all participants as a

single group, obtain at least two scores for each individual in the group-one for each variable,report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test result.

In a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (Creswell, p. 341). This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variables. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 341-342) shows that the characteristic of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum sample size for correlation research mentioned by many researchers is not less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338; and Creswell, 2012, p. 146).

2.2 The Concept of Habit in Listening to English Songs

2.2.1 The Concept of Habit

Habit is an automatic and mindless behavior to develop consistency and regularity in the healthful behavior of daily life. This idea is supported by Wood and Neal (2007) define habit as psychological dipotitions to repeat past behavior. They are acquired gradually people repeatedly respond in a recurring contex.

Verplanken and Orbell (2003) have argued that habit is a psychological construct rather than behavioural recurrence and, based on earlier discussions. Although interactions or so-called moderator analyses are relatively infrequent in the literature (Sheeran, 2002), examining the interaction of habit and intention is a useful complement to demonstrations that behaviour is a matter of habit or intention.

Habitual behavior often goes unnoticed in person exhibiting it, because a person does not need to engage in self analysis when undertaking routine tasks. As Aarts and Dijkterhuis (2000) say, it reflect feature of the performance environment which the response typically occurs. Neal and Wood (2011) argue habits are activated directly by context cues, with minimal influence of goals.

In conclusion, habit is a routine behavior that is repeated regularly and automatically and it tends to occur subconsciously to obtain certain goals by person in daily life.

2.2.2 The Aspects of Habit

Knight (2009) says daily experience shows that repetition of action or reaction procedure. If not inclination, at least an aptitude to act or react in the same manner in the form of habitual activity. When an attitude, action, or series of actions result from a well-formed and deep-rooted habit.

The main factors in the growth of habit are:

- a. The number of repetitions, as every repetition strengthens the disposition left by previous exercise
- b. Their frequency, too long an interval of time allows the disposition to weaken, whereas too short an interval fails to give sufficient rest, and result in organic and mental fatigue.
- c. Their uniformity, at least change must be slow and gradual, new elements being added little by little
- d. The interest taken in the actions, the desire to succeed, and the attention given.
- e. The resulting pleasure or feeling of success which becomes associated with the idea of the action.
- f. 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.

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- b. 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;
- c. Their uniformity, at least change must be slow and gradual, new elements being added little by little;
- d. The interest taken in the actions, the desire to succeed, and the attention given;
- e. The resulting pleasure or feeling of success which becomes associated with the idea of the action.

In conclusion, habit is selective, produces quickness of response, causes the processes to be more regular, or perfect, or rapid and tends to automatism.

2.2.2 The Concept of Listening

Listening is the process of hearing, understanding and giving respond to the speaker. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. It is supported by Moghadam et.al, (2016, p. 11) that people have to comprehend what their interlocutors say and respond to it. If they are able to listen effectively, then they will have a meaningful communication.

Listeners use of variety of mental processes to give meaning to the information they listen to. Coksun (2010, p. 35) mention these mental processes

that listener use to understand spoken English can be broadly described as listening comprehension strategies. There are two kinds of listening habit : poor listening habit and good listening habit (Guo, 2011).

Poor Listening Habit	Good Listening Habit
Calling a subject boring. Poor listeners will tune out if they decide the subject is boring	A good listener listens closely for information that is important or useful
Criticizing the speaker. A poor listener find fault with the speaker (what they look like, wear, etc.) or says that the speaker can not have anything worthwhile to say	A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize
Overacting. Poor listeners disagree so strongly with the speaker that they miss the rest of they talk	A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize
Listening for facts only. Poor listeners do not think about the “ big picture” or main ideas that go along with the facts	A good listener wants to see how the facts explain the ideas and the evidence supports arguments, and realizes facts are important only in relation to principles, ideas, and arguments.

2.2.3 The Concept of Song

According to Orlova (2002) song is short musical work set to a poetic text with equal importance given to the musical and in the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously understand the content of the

songs. It will eventually develop their active understanding of the songs. It makes students' ears accustomed to listening either to English song or dialogue or monologue.

In conclusions, Songs are the product of a culture and share values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language.

2.2.4 The Concept of English Songs

An English song is a set of beautiful English word which composed together with special sound (music) which produces certain voice that is nice to hear. Song, here is every kinds of English song which is usually listened by the students. Liao (2006) and Jiang (2004) claim that English songs have beautiful melodies and the lyrics are easy to imitate and memorize.

English Song is a piece of music that has words which are linguistically meaningful and sung by a singer in English. English songs can serve as an authentic material to enhance learners' listening skills (Kilickaya, 2004). Music lyrics can also make listening activities more fun and enjoyable. Learners feel attached to the beautiful and poetic versus and will feel more enthusiastic to carry on the listening session or even better to listen to the songs over again outside the classroom.

2.2.5 The Benefits of English Songs in Teaching and Learning Process

Practicing listening with songs gives students experience and tools to understand more details during any speech. The ears become more acute and comprehension becomes easier for them. Students also become familiarized with

sounds and natural reductions of English that can put into practice at the moment of speaking. With songs the students can create enthusiasm for learning, evoke memories images, and feelings, stimulate spirited discussion and creative writing, and songs can introduce slangs and poetic descriptions easily in order to remember the context, Cahyono(2010, p. 155)

Lems (2001) states that English songs can improve comprehension skills, increase vocabulary and create fun. Vernon (2006) claims that English songs bring energy to the classroom and boost students' confidence. Foneseca-Mora el al and Qiu (2011, 2006) point out another two functions of English songs in teaching listening: to improve the memory and practice the pronunciation.

In conclusion, English songs are very beneficial in English learning both in and outside the classroom. Furthermore, English songs help the students to be independent learners since songs may function as extensive listening source that the students can easily enjoy outside the classroom on their own.

2.3 The Concept of Listening Comprehension Achievement

2.3.1 Definition of Listening Achievement

Listening is the process of hearing, understanding and giving respond to the speaker. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. It is supported by Moghadam et.al, (2016, p. 11) that people have to comprehend what their interlocutors say and respond to it. If they are able to listen effectively, then they will have a meaningful communication.

Listeners use of variety of mental processes to give meaning to the information they listen to. Coksun (2010, p. 35) mention these mental processes that listener use to understand spoken English can be broadly described as listening comprehension strategies.

To have good listening achievement, students must be able to comprehend all of the aspect when listening. Golchi (2012, p. 115) states listening included comprehension of meaning-bearing, words, phrases, clauses, sentences and connected discourse. The word comprehension is reflection of the knowledge and skills that students have to acquisition in listening. That is the reason why listening comprehension is a complex process.

There have been a large number of scholars that present about listening comprehension towards the concept. Liubiniene (2009, p. 89) describes listening comprehension is more than extracting meaning from incoming speech because it is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject. Bdlokcuoglu (2014, p. 83) assert listening comprehension is strongly believed to be a process of interaction between the listeners' background knowledge and the expected knowledge in the spoken text, that is, listeners employ all relevant previously stored knowledge to comprehend the incoming input.

Meanwhile, Yousefinia (2012, p. 4) declares that listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears. It can be

concluded that listening comprehension is the process of understanding of oral message from the speaker and match it to the listener knowledge.

2.3.2 The Process of Listening

According to Tyagi (2013, p. 2), listening is a six-stages consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession.

Six stages of listening by Tyagi (2013, p. 2):

1. Hearing has to do with response caused by sound waves stimulating the sensory receptors of the ear; hearing is the reception of sounds, not necessarily paying attention, you must hear to listen, but you need not listen or hear.
2. Attention, refers to a selection of stimuli and permits only a select few to come into focus.
3. Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well.
4. Remembering, is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.

5. Evaluating, the listener evaluates the messages that has been received.

It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.

6. Responding, a stage in which, according to the response, the speaker check if the message has been received correctly.

2.3.3 Types of Listening

The listener need to be able to receive, focus and understand to be able to listen, but each different type has different special skills that are needed to master the techniques.

Asemota (2013, p. 28) there propose four types of listening;

1. Active listening: active listeners learn better and faster. They make sound judgment about what is heard. Perhaps, active listeners write down important ideas in complete sentence. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
2. Partial listening: they are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
3. Intermittent listening: this applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they

are not listening at all. Since attitudes affects our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.

4. Appreciate listening: a good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used (Sharifian, 2009).

2.4 The Factors that Influence the Students' Listening Comprehension

According to Carolyn Gwynn Coakley the listener needs to develop the willingness to listen, the capacity to listen, and positive listening habits in a variety of situation interpersonal, group public or mass communication. In other hands, there are many factors that influence students' listening comprehension.

There are some factors that influence listening abilities:

1. Physical factors (hearing loss, hyperactive, limited attention span, inability to sit still, easily distracted)
2. Physical environment (comfort of listener, location of listener in relation to the speaker)
3. Emotion and psychology factors (environment and conditions of trust that exists, listeners' self concept).
4. Fluency of English

In conclusion, there are many factors that influence students' listening comprehension such as physical factors, behavior and students listening habit.

2.5 Previous Related Studies

First, Meutia (2013) conducted a research entitled: The Correlation Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill of The Tenth Grade Students of SMAN 3 Surakarta. Her research focused on students' habit in listening to english songs, vocabulary mastery and listening skill. The researcher took 60 students as sample of this research by using total sampling. To collect the data, researcher used questionnaire to find out the students' habit in listening to english songs and vocabulary mastery. Listening test to identify the students' listening skill. The researcher concludes that there is positive correlation between the students' habit in listening to english songs, vocabulary mastery and listening skill.

Second, Irfandi (2012) conducted a research entitled: The Correlation Between Students' Learning Habit and Their Listening Achievement by First Year of State Islamic Senior High School Sungai Pakning Bengkalis, Riau, Indonesia. His research focused on students' learning habit and listening achievement. The researcher took 50 students as sample of this research. To collect the data, researcher used questionnaire to find out the students' learning habit and test to identify the students' listening achievement. The researcher concludes that there is significant correlation between the students' listening achievement. The similarity between this current study and previous related studies are in the dependent variable which is listening achievement and the level

of students which is senior high school while the differences are in the independent variable.

Third, Bramasto (2006), conducted a study entitled “The Correlation Between Students’ Listening Frequency of English Songs and Their Listening Achievement of The Eighth Grade Students of SMP N 16 Semarang in the Academic Year of 2005/2006 ”. The researcher states that listening to English songs has a correlation with listening comprehension, as there is tendency that when the students’ frequency in listening to English song is higher, their listening score is also higher. The similarity between this current study and previous related studies are in the dependent variable which is English listening achievement while the differences are in the independent variable and level of students.

The last from Siskova (2008) shares his satisfaction of using songs in teaching listening in an article entitled “Teaching Listening Through Music.” The research was carried out in an elementary school in Kromeriz, Ceko. The research is concerns using popular songs to teach English. He is interested to discuss this topic because of his personal experience and the trend in the school which effect students like to listening English songs. The researcher concludes that there is significant influence using English songs in teaching listening. The similarity between this current study and previous related studies are both of them focus use English songs while the differences are in the dependent variable.

2.6 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. (H₀): There is no significant correlation between habit in listening to English songs and listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang
(H₁): There is a significant correlation between habit in listening to English songs and listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang
2. (H₀): Habit in listening english songs does not significantly influence listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang
(H₁): Habit in listening to English songs significantly influences listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang.

2.7 Criteria For Testing Hypotheses

In testing hypotheses, there are some criteria from Cohen, Manion, and Morrison (2007, p. 519), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012, p. 228-232), those are in the following :

- If p- value is higher than 0,05 ($p > 0,05$), H₀ is accepted and H₁ is rejected.
- If p- value is less than 0,05 ($p < 0,05$), H₀ is rejected and H₁ is accepted.

1.8 Research Setting

In this section, all of the research setting will be explained below:

1.8.1 History of SMA Muhammadiyah 6 Palembang

Persyarikatan muhammadiyah is as legal entity, according to: Gouvernment Besluit on august 22, 1914 no. b1 16-8-1920 no. 40th. 2-9-1921 np.36 letter of justice department 8-9-1971 no. j a 5/160 / 4. Direct department of state. 10-2-1971 no. sk 14 / dpa / 1972 and letter of department of p and k. tgl. 24-7-1974 no. 23628 / mpk / 1974 "

In relation to that, the Muhammadiyah Central Executive Council of Primary and Secondary Education hereby states that: SMA Muhammadiyah 12 Palembang is located at Jalan Jenderal Sudirman km.4,5 Palembang is owned by Persyarikatan Muhammadiyah which is fostered by Muhammadiyah Primary and Secondary Education Board of PDM Palembang City Sumatra Region South, was established on July 1, 1988 and has been registered with the Muhammadiyah Assembly Primary and Secondary Education. 4340 / II-12 / Sm. S-88.

Decree of the Minister of Education and Culture of the Republic of Indonesia No. 270 / I.11.4 / F4e / 1988, approved the Muhammadiyah Foundation Km.4,5 Palembang from 1988/1999 to open the SMA Muhammadiyah Private High School 12 Jalan Sudirman Km.4,5 Palembang.

SMA Muhammadiyah 12 Palembang was established on July 1, 1988 (Tahun Pelajaram 1988/1989) SMA Muhammadiyah 12 Palembang was established due to the Gradual Elimination of some Private SPG in South Sumatra

(Transfer function) and in school year 1985/1986 can not accept new students (class One) Lesson Year 1988/1989 SMA Muhammadiyah 12 was established.

High School Muhammadiyah 12 Palembang, Muhammadiyah II Palembang Building which was established on January 15, 1976 which has been closed / deleted its operational permit by the Government (over function) in the 1985/1986 school year located at Jalan Jenderal Sudirman Km.4,5 Palembang. Both Building, Education Support Facilities and Infrastructure, Principals, Teachers and Employees are converted to SMA Muhammadiyah 12 Palembang, except for students.

Based on the Decision Letter of Muhammadiyah Leadership Council of South Sumatera Province Number: 016 / SKPWM / III.A / 2.b / 1997 dated 9 Rabiul Awal 1418 H. / July 14, 1997 on Stabilization and Completion of Serial Number and SMU / SMK Muhammadiyah in Territory South Sumatra.

Starting on July 14, 1997 Nomenclature of SMA Muhammadiyah 12 Palembang changed to SMU Muhammadiyah 6 Palembang, remain in the status of Recognized and address on Jalan Jenderal Sudirman Km.4,5 Palembang Phone 0711-411883.

2.8.2 Geographical Location of SMA Muhammadiyah 6 Palembang

SMA Muhammadiyah 6 is located on jl. jenderal Sudirman Km.4,5 Palembang. This school is one of the schools located in the educational complex

(complex of college muhamadiyah balayudha). Its position is very strategic and located near the highway, making it easy to reach.

2.8.3 Vision and Mission of SMA Muhammadiyah 6 Palembang

Vision of school:

“Excellent in achievement based on IMTAQ insight science and technology”

Mission of school:

1. Equip students in the field of faith and taqwa are dispensed on the orderly of worship, adept reading al-qur'an and moral.
2. Organize learning to produce intelligent and independent cadres.
3. Organize learning to produce cadres of noble character.
4. Organize learning to produce skilled cadres.
5. Organize learning to produce qualified cadres using technology.

2.8.4 The Condition of Teachers

The present headmaster of SMA Muhammadiyah 6 Palembang is M. Erlan, S.Pd. The total number of the teachers and staffs of SMA Muhammadiyah 6 Palembang are 55 person. There are 18 civil servants, 32 honorer teachers, 5 administration staffs.

Table. 1

Number of Teachers at SMA Muhamadiyah 6 Palembang

No	Position	Number
1	Headmaster	1
2	Teachers	50
3	Administration Staff	5
Total		56

Source: SMA Muhamadiyah 6 Palembang

2.8.5 Facilities and Infrastructure

SMA Muhamadiyah 6 Palembang has 12 classroom which are permanent building with total students are 380 students. There are some facilities in this school, such as musholla, library, canteen, science laboratory, multimedia laboratory, air conditioner, school health centre, computer laboratory, and toilets. In addition, this school has one headmaster room, two teachers room, and one administration room.

Table. 2

Amount of Rooms at SMA Muhamadiyah 6 Palembang

No	Room	Amount
1	Classroom	12
2	Science Laboratory	1
3	Multimedia laboratory	1
4	Library	1
5	Headmaster Room	1

6	Teachers Room	2
7	Administration Room	1
Total		19

Source: SMA Muhamadiyah 6 Palembang

2.8.6 Curriculum

SMA Muhamadiyah 6 Palembang has been using the 2013 curriculum, and to improve the quality of learning process all classes are equipped with infocus.

2.8.7 Extracurricular Activities

To develop the talent and creativity of students in SMA Muhamadiyah 6 Palembang there are many extracurricular such as dance, hockey, futsal, vollyball, soccer, choir and theater.

All of extracurricular activities are held outside school scedule. Each part of extraculiclar activity is fostered by one teacher who are experts in their field. dance is scouted by Elin Lepina Sari, S.Pd, hockey by rendi syahputra, S.Pd, theater by Heni Damayanti, S.Pd, volleyball by Andi Ilham, S.Pd, and tahfiz by Muhamad Fadil, S.Pd.i.

CHAPTER III

RESEARCH METHOD

This chapter discusses the following sub topics: (1) research design; (2) research variable; (3) operational design; (4) subject of the study; (5) data collection; (6) validity and reliability; and (7) data analysis.

3.1. Research Design

In this study, the researcher used a correlation reserch design. According to Fraenkel, Wallen, and Hyun (2012, p. 331), the correlation study mainly focuses on the possibility of relationships between only two or more variables investigated without any attempts to influence them. The researcher was used correlation research design to find out the correlation between two variables, explain, and interpret the result that may appear. The procedure in this research were, first; the researcher was identified the students habit in listening to English songs by using questionnaire. Second, used TOEFL Junior test, to find out the students listening comprehension achievement. Third, the researcher was found the correlation between two variables was used SPSS based on the result of the questionnaire and listening test, and the influence of the variables. Last, explanation and interpretation of the result was discussed. The researcher design was as follows:



X = Students' habit in listening to English songs

Y = Students listening comprehension achievement

3.2 Research Variables

According to Fraenkel, Wallen, and Hyun (2012, p. 80) a common and useful way to think about variables is to classify them as *independent* or *dependent*. The independent variable in this study was students' habit in listening to English songs and dependent variables in this study was listening comprehension.

3.3 Operational Definitions

In order to avoid misunderstanding and to make clear definition of the variables in this term. The researcher operationally defines the variables in this research.

Correlation is the study about interrelationship between one or more independent variables with one or more dependent variables. In this research, there are two variables that was correlated which are students' habit in listening to English songs and students' listening comprehension skill.

Habit in listening to English songs is routine behavior in listening to english songs to accur subconsciously to obtain certain goals by person in daily

life. Students' habit in listening to English songs have been measured by using questionnaire.

Listening comprehension achievement refers to understanding of the implication and explicit meanings of words and sentences of spoken language. Listening comprehension test was administered to the students by using TOEFL Junior test.

3.4 Subject of the Study

3.4.1 Population

Fraenkel, Wallen, and Hyun (2012, p. 92) define population as the group of interest to the researcher , the group to whom the researcher would like to generalise the result of the study. Creswell (2012, p. 142) states that population is a group of individual who have the same characteristic. The population of this study was all of the eleventh grade students of SMA Muhamadiyah 6 Palembang. The population consist 4 classes; XI IPA.A, XI IPA.B, XI IPA.C, XI IPS.A.

Table.3

Distribution of Population

No	Class	Number of students
1	XI IPA.A	28
2	XI IPA.B	30
3	XI IPA.C	29
4	XI IPS.A	34
	Total	121

Source: SMA Muhamadiyah 6 Palembang, 2017

3.4.2 Sample

According to Creswell (2012, p. 142), sample is a subgroup of the target population that the researcher plans to study for generalising about the target population. He also said that the sample can be selected from individuals who are representative of the entire population.

In this research the researcher was taken the sample by using purposive sampling, According to Fraenkel, Wallen, and Hyun (2012, p. 100), purposive sampling is that researchers judgment to select a sample that they believe, based on prior information, will provide the data they need. The researcher choose XI IPA.A and XI IPS.A class to find out the correlation not only from IPA class, but also from IPS class. There were 62 students as sample. The distribution of the sample can be seen as follows:

Table 4
Distribution of Sample

No	Class	Number of Students
1	XI IPA.A	28
2	XI IPS.A	34
Total		62

Source: SMA Muhamadiyah 6 Palembang, 2017

3.5 Data Collections

In collecting data, there were two kinds of instrument used to collect the data. Those are listening habit questionnaire and listening test.

3.5.1 Questionnaire

The questionnaire is adapted from Meutia (2013), The item consist of twenty three questions in the form of multiple choice. All questions was represent their habit in English song. Each question consisted of four (4) options of the answer: A, B, C and D, which indicated the degree of respondents. A Likert-scale assessed attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, or disagree. Based on Likert-scale, the score of each student was marked as follows:

- a. Score 4, for item A
- b. Score 3, for item B
- c. Score 2, for item C
- d. Score 1, for item D

Finally, the total score of the students' answers in the questionnaire was represent their habit in listening English song. Based on the standard score above, the highest score of the questionnaire was 88 and the lowest score was 22.

Table.5
Spesification of Questionnaire

Aspect	Indicator	Number of item
Paying attention	Words	4, 10, 11, 12, 21, 23, 24,27
	Melody	9, 16
	Rhythm	8
Routine	Frequency	5, 6, 7, 15, 22, 30
	Habitual	1, 2, 3, 13, 14, 17, 18, 19, 20, 25, 26, 28, 29

Source: Zara Firsty Meutia(2013)

3.5.2 Listening Test

To measure students listening comprehension achievement, the researcher used listening test from TOEFL test for junior intended for age 11 + from ETS (Educational Testing Service). It is an english-language proficiency test that is not based on or limited to any specific curriculum. TOEFL junior launched on october 2010 and has been administered in more than 50 countries including indonesia. The question consists of 42 multiple choice question and the students are expected to answer the question in 40 minutes. In listening section, TOEFL Junior test consist of three section namely; classroom instruction, short conversation, and academic listening. The following was the description of listening comprehension test:

Table. 6

Listening Comprehension Test Section

Listening section	Number of question
Classroom interaction	1-10
Short conversation	11-25
Academic topic	26-42

Source: Practice Test for the TOEFL Junior Standard Test(2012)

3.6 Research Instrument Analysis

Before the questionnaire and real test were administered, the researcher considered the validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric

properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores. Creswell (2012, p. 146) defines validity as the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.

3.6.1 Validity Test

3.6.1.1 Questionnaire

The researcher used validity of each question item to measure the validity of habit in listening to English songs questionnaire. After conducting try-out, the result was computed to find out the validity of the instrument. To obtain the validity of the questionnaire, the researcher used SPSS 21 program to find out whether the questionnaire is valid or not.

The item of the test is considered valid if the correlation coefficient is at least the same as the r table at $\alpha = 0.05$ for $N = 35$, that is 0.334. The item of the test is considered not valid if the correlation coefficient is lower than r table. The result of Try Out indicates from 25 items of the questionnaire of habit in listening to English songs, 22 items are valid and 3 items are invalid.

3.6.1.2 Listening Comprehension Test

For listening test, the researcher used listening TOEFL Junior test from ETS (Educational testing service). TOEFL test is an international instrument commonly used to measure the ability of English speakers or learners of English

by institution like senior high school or university. TOEFL Junior standard test (2015, p. 2) mention the TOEFL Junior standard test is an objective and reliable measure of your English communication skills. TOEFL Junior was used in more than 50 countries including Indonesia.

3.6.2 Reliability Test

3.6.2.1 Questionnaire

The characteristic of reliability is sometimes termed consistency. And this research is internal consistency reliability. According to Creswell (2008), Internal consistency reliability is the instrument administered once, using one version of the instrument and each participant in the study completes the instrument. The table below is the categories of reliability test use in determining the level of reliability of the tests.

Table. 7
The Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morrison, 2007, p. 506)

To obtain the reliability of the questionnaire, the researcher used SPSS 21 program to find out whether the questionnaire is reliable or not. The following is the result of the reliability of students' habit in listening to English songs instrument from SPSS 21.

Table 8
The Result of Reliability
Reliability Statistics

Cronbach's Alpha	N of Items
,883	25

Based on the result analysis, it was found that the p-output was 0.883. So, it can be said that instrument of habit in listening to English song has reliable because p-output is higher than 0.70.

3.6.2.2 The Reliability of Listening Comprehension Test

Reliability is the extent to which the test takers' scores are consistent across different editions of the test. The two statistics commonly used to describe the reliability of the scores of a group of test takers are the reliability coefficient and the standard error of measurement. The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating perfect agreement). The reliability coefficients of the four *TOEFL Junior* Standard scores, in the group of all test takers, are estimated to be as follows:

Table 9
Reliability of TOEFL Junior

Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form and Meaning Section	.87
Reading Section	.89
Total	.95

3.7 Data Analysis

In analyzing the data in this research. There were some analysis related to research problems in this research. The data analysis in this research were questionnaires' analysis, listening comprehension tests' analysis, correlational analysis by using Pearson Product Moment was apply to achieve the first research problem to find the correlation between variables. The last, if there was correlation, it would be continued to find out influence by using regression analysis.

3.7.1. Instrument Analysis

3.7.1.1 Questionnaire Analysis

The questionnaire was classified into two levels, they were good habit and poor habit. The students who got score between 51-100 categorized as good habit, and the students who got score between 0-50 categorized as poor habit.

The score from listening habit questionnaire have been analyzed by using SPSS Statistics program to get the result of frequency data and descriptive

statistics. In descriptive statistics, number of sample, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean was obtained.

3.7.1.2 Listening Comprehension Test Analysis

The listening comprehension test was categorized into five category, they are very poor (0-45), poor (46-55), average (56-70), good (71-85), and very good (86-100). The score from listening test was analyzed by using SPSS Statistics program to get the result of frequency data and descriptive statistics. In descriptive statistics, number of sample, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean was obtained.

3.7.2 Pre-requisite Analysis

Since the study is in the notion of parametric statistics, correlation and regression, it is necessary to do pre-requisite analysis. Thus, before analyzing the data, the researcher find out whether the data distribution between the variables was normal and linear or not. The following were the procedures in pre-requisite analysis:

3.7.2.1 Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. The purpose of normality test to know the date each variable (students' habit and listening comprehension acvhievement) normal or not. Therefore, the researcher was apply *Kolmogorov-Smirnov* test by using SPSS 21. The data was normally if the p-value is higher than 0.05 ($p > 0.05$).

3.7.2.2 Linearity Test

The linearity test was conducted to measure whether the data between the variables are linear or not. Therefore, the researcher was apply *Linearity test* by using SPSS 21. The data was linear if the p-value is higher than 0.05 ($p > 0.05$). if the data are normal and linear, the further analysis will be able to be administered.

3.7.3 Hypothesis Testing

3.7.3.1 Correlation Analysis

To find out whether listening habit of students as whole, have any correlation with students' listening comprehension achievement or not, the researcher was apply Pearson- Product Moment Correlation Coefficient by using SPSS statistics. If p-output is lower than 0.05, H_a was accepted and H_o was rejected. If p-output is higher than 0.05, H_a was rejected and H_o was accepted. Then, the result was consulted to the correlation coefficient interval. After that, if there was any significant correlation between the variables, the analysis could be continue to see if there is any significant influence between students' listening habit and listening comprehension achievement.

3.7.3.2 Regression Analysis

As there is a probability of correlation, the analysis could be continue by using regression analysis to see whether students' habit in listening to English songs have any significance influence to their listening comprehension achievement. Regression analysis was applied by using the Statistical Package for Social and Science (SPSS) 21st version computer program.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter (1) research findings, (2) result of pre-requisite analysis, and (3) interpretations.

4.1. Research Findings

There were two kinds of research findings in this study: (1) the result of students' habit in listening to English songs and (2) the result of students' listening comprehension.

4.1.1 Result of Students' Habit in Listening to English Songs

The total active students in the eleventh grade students of SMA Muhamadiyah 6 Palembang were 121 students. 62 students participated in this study. The 22 items of listening habit questionnaire were used to investigate the level of students' habit in listening to English songs.

From the descriptive statistical analysis of listening habit, it was found that the maximum score was 88, and the minimum score was 23. The mean of listening habit was 59.40 and the standard deviation was 17.62. The result of analysis in descriptive ststistic was shown in table 8.

Table 10
Descriptive Statistics of Listening Habit

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
ListeningHabit	62	23,00	88,00	59,4032	17,62958
Valid N (listwise)	62				

Then, the result of the listening habit test revealed that 38 students or 58% got the score 51-100 and categorized into good habit, and 24 students or 42% got the scores 25-50 and categorized into poor habit. The distribution of students' listening habit can be seen the table below:

Table 11
Distribution of Listening Habit Score

Level of Listening Habit	Range Score	Number of Students	Percentage (%)
Good Habit	51-100	38	58
Poor Habit	0-50	24	42
Total		62	100

4.1.2 Result of Listening Comprehension Achievement

The result of descriptive statistic analysis of listening comprehension, it was found that the maximum score is 88, and the lowest score is 40. The mean of the listening scores for the participants is 66.16 and the standard deviation is 13.41 This mean score indicates that the level of listening comprehension

achievement of participants is good. The descriptive statistic analysis was described in table 14.

Table 12
Descriptive Statistics of Students' Listening Comprehension

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening Comprehension	62	40,00	88,00	66,1613	13,41787
Valid N (listwise)	62				

Then, the result of data distribution, it was found that for each category, 7 students or 6% got the scores 86-100 categorized into very good category, 21 students or 48% got the scores 71-85 categorized into good category, 18 students or 35% got the scores 56-70 categorized into average category and 16 students or 10% got the scores 46-55 categorized into poor category. The distribution was presented in the following table.

Table 13
Distribution of Students' Listening Comprehension

Categories of Listening Comprehension	Score Interval	Number of Students	Percent (%)
Very Good	86 – 100	7	6
Good	71 – 85	21	48
Average	56 – 70	18	35
Poor	46- 55	16	10

Very Poor	0 - 45	0	0
Total		62	100

4.2 Result of Pre-requisite Analyses

4.2.1. Normality Test and Linearity Test

Normality test and linearity test were conducted prior to data analysis through SPSS 21th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicating that the data from each variable were all normal and appropriate for data analysis with coefficients .146 for listening habit and .374 for listening comprehension.

Table 14
Normality Test

One-Sample Kolmogorov-Smirnov Test

		ListeningHabi t	ListeningCom prehension
N		62	62
Normal Parameters ^{a,b}	Mean	59,4032	66,1613
	Std. Deviation	17,62958	13,41787
Most Extreme Differences	Absolute	,145	,116
	Positive	,116	,073
	Negative	-,145	-,116
Kolmogorov-Smirnov Z		1,144	,914
Asymp. Sig. (2-tailed)		,146	,374

a. Test distribution is Normal.

b. Calculated from data.

4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between listening habit and listening comprehension was .018. To sum up all the data were linear for each correlation and regression.

Table 15
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
List compr List Habit	Between Groups	(Combined)	236.233	27	26.248	.733	.667
		Linearity	20.768	1	20.768	.580	.449

	Deviation from Linearity	215.465	26	26.933	.752	.654
Within Groups		2721.081	32	35.804		
Total		2957.314	61			

4.3 Correlation Between Listening Habit and Listening Comprehension Achievement

This section answered the first research problem. In order to answer the problem, the descriptive statistics for the questionnaire and listening test were analyzed. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was significant relationship between habit in listening to English songs and listening comprehension achievement. The correlational coefficient of the test was .829. It was showed that r-obtained (.829) was higher than r-table (.254). Thus, there was significant correlation between the students' listening habit and their listening comprehension.

Table 16
The Correlation Between Students' Listening Habit and Listening Comprehension

		List Habit	List Compre
ListeningHabit	Pearson Correlation	1	,829**
	Sig. (2-tailed)		,000
	N	62	62
ListeningComprehension	Pearson Correlation	,829**	1
	Sig. (2-tailed)	,000	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

4.3.1 Regression Analysis

This section answered the second research problem by analyzing the result of descriptive statistic for listening habit and listening comprehension. It was found that there was significant correlation between students' habit in listening to English songs and their listening comprehension achievement, it can be inferred that students' habit in listening to English songs influences their listening comprehension achievement. Therefore, regression analysis was conducted to find out how far students' habit in listening to English songs influences their listening comprehension achievement.

Table 17

The Regression Analysis of Students' Listening Habit and Listening Comprehension

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,829 ^a	,694	,693	2,56827

a. Predictors: (Constant), Listening Habit

Table 18 revealed that the R-square was .694. It means that the students' listening habit gave significant effect in the level of 69.4% toward listening comprehension, and 30.6% was unexplained factors value.

4.3.2 Interpretation

Some interpretations are drawn on the basis of the result of the data that were calculated statistically. First, it was found out that there was a correlation

between students' habit in listening to English songs and their listening comprehension achievement.

The correlation occurred because of many factors. English songs are not only fun and interesting. They are also useful in teaching many skills in English. As what some experts say that music is a universally popular medium and songs often tell a story, and song is an excellent vehicle to show how sentences are connected (Miller, 2002). So, by listening to an English song, students can learn the content of the song and also train their ears to be more familiar with English language. When they are familiar with listening to English through songs, the problems in listening comprehension could be reduced.

When songs and words match in stress and accent, the learner can experience gains in comprehension of word stress, attention span, anticipation of new text, and memory (Kelly, 2002). In lyrics, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the song, and students are exposed to the new words many times.

Some research also found out that students' habit in listening to English songs can affect their listening comprehension achievement. Meutia (2013), conducted a research entitled *The Correlation Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill of The Tenth Grade Students of SMAN 3 Surakarta*. The researcher concluded that habit in listening to English songs can enrich students' vocabulary and improve students listening comprehension achievement. In addition, Bramasto (2006) Conducted a study

entitled *The Correlation Between Students' Listening Frequency of English Songs and Their Listening Achievement of The Eighth Grade Students of SMP N 16 Semarang in the Academic Year of 2005/2006*. The researcher found that when the students' frequency in listening to English song is higher, their listening score is also higher.

Second, from the findings, it was found out that habit in listening to English songs influences the students' listening comprehension achievement with 69,4% contribution. This relatively high contribution showed that the habit in listening to English songs will affect their listening comprehension achievement.. Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

Finally, this study found there was significant correlation between students' habit in listening to English songs and listening comprehension achievement of the eleventh grade students of SMA Muhamadiyah 6 Palembang. And the habit in listening to English songs gives high contribution on their listening comprehension achievement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) suggestion based on the findings of the research

5.1. Conclusions

After conducting the research at eleventh grade students of SMA Muhamadiyah 6 Palembang and analyzing the data, the following conclusions are drawn:

First, there was correlation between students' habit in listening to English songs and their listening comprehension achievement. It can be seen based on Pearson Product Moment Correlation Coefficient, r -obtain (0.829) of students' habit was higher than r -table (0.254) then, the level of probability (p) significance (sig.2-tailed) was (0.00) lower than 0.05, which means that H_0 is rejected and H_a is accepted. This suggested that habit in listening to English songs correlated to their listening comprehension

Second, the students' habit in listening to English songs had a significant influence to students' listening comprehension achievement. It can be seen based on regression analysis which showed that students' habit significantly influenced their listening comprehension with 69,4% contribution . From the result, it can be concluded that H_0 is rejected and H_a is accepted.

5.2. Suggestions

Based on the conclusion addressed above, there are some suggestions which can be delivered. First, for the teachers, they have to pay much attention to the students' listening habit in teaching-learning listening. Somehow, considering the characteristics of students' listening habit, will give many advantages for the students. If the students can reinforce those characteristics, it can be helpful for them. In this way, the teachers also need to be able to encourage the students to reinforce them. Furthermore, regarding that English is a foreign-language, the teachers have to motivate the students to practice listening a lot.

Second, for the students, they are suggested to consider listening English songs as an influential method to improve their listening comprehension achievement. As it was found out that the habit of listening to english songs gives relatively big contribution. Besides, they can do more practice to have experience in learning listening.

Third, for other researchers, considering the weakness of this research in terms of sampling, the other researchers are suggested to involve more samples to gain more generalized result. Besides, the other researchers may conduct an interview to gain more understanding towards the factors contributing to the students' listening comprehension.

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A P P E N D I C E S

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-4425/Un.09/II.1/PP.009/7/2017

Berdasarkan Surat-Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-957/Un.09/II.1/PP.009/2/2017, Tanggal 16 Februari 2017, poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Nova Silvia
NIM : 1225010
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang
Jurusan : Pendidikan Bahasa Inggris


Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut.

Judul Lama : The Correlation Between Students' Habit In Listening English Songs And Their English Listening Comprehension Skill Of The Fourth Semester Students In English Department at Tarbiyah Faculty Of UIN Raden Fatah Palembang.

Judul Baru : The Correlation Between Habit In Listening to English Songs And English Listening Comprehension Achievement Of The Eleventh Grade Students Of SMA Muhammadiyah 6 Palembang.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 13 Juli 2017
A.n. Dekan
Ketua/Prodi PBI,



Knowledge Quality & Integrity



KEMENTERIAN AGAMA
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Palembang, 03 Juli 2017

Nomor : B- / Un.09/II.2/PP.00.9/ /2017
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Hal : *Permohonan SK perubahan judul*

Kepada
Yth. Dekan Fakultas Tarbiyah dan Keguruan
UIN Raden Fatah Palembang
Di-
Palembang

Assalamu 'alaikum wr. wb.

Dengan surat ini kami mengajukan permohonan Surat Keputusan (SK) Dekan tentang revisi judul skripsi berdasarkan seminar hasil skripsi atas nama mahasiswa dibawah ini:

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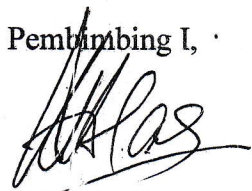
Judul Pertama : The Correlation Between Students' Habit in Listening to English Songs and Their English Listening Comprehension Skill of The Eleventh Grade Students of SMA Muhamadiyah 6 Palembang

Judul Baru : The Correlation Between Habit in Listening to English Songs and English Listening Comprehension Achievement of The Eleventh Grade Students of SMA Muhamadiyah 6 Palembang

Atas perhatian dan bantuan Bapak Kami mengucapkan terima kasih.

Wassalamu 'alaikum wr. wb.

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Tempat Penelitian : SMA Muhammadiyah 6 Palembang

telah melaksanakan *Penelitian* pada siswa SMA Muhammadiyah 6 Palembang pada tanggal *28 Agustus 2017* sampai *6 September 2017* dalam rangka penyusunan Skripsi dengan judul :

" The Correlation Between Habit In Listening to English Songs and English Listening Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang "

Demikianlah Surat Keterangan *Penelitian Akademik* ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Palembang, 29 September 2017

Kepala Sekolah,

[Signature]
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NBM. 857.225



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REKAPITULASI NILAI UJIAN KOMPREHENSIF
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HARI / TANGGAL UJIAN : Senin / 9 Oktober 2017
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
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4	13250030	Hadi Maresyah Putri	75	80	75	73	75.75	B
5	12250150	Winda Auliya	60	80	75	76	72.75	B
6	13250054	Nabella Dwi M.	85	80	80	78	80.75	A
7	13250067	Rekyan Abdul Salam	70	78	75	71	73.5	B
8	13250028	Fitriyani	70	78	80	67	73.75	B
9	13250041	Juna Warni	70	80	75	78	75.75	B

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

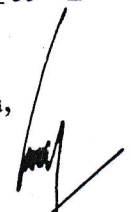
Dosen Penguji

Dr. Annisa Astrid, S.T., M.Pd
M. Holandyah, M.Pd
Dr. Dewi Warna, M.Pd
Hj. Lenny Marzulina, M.Pd

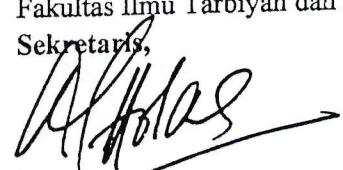
Interval Nilai

- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E

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Hari : Kamis
Tanggal : 26 Oktober 2017
Nama : Nova Silvia
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Program Studi : S-1 Reguler

Judul Skripsi : *The Correlation between habit in listening to english in songs and english listening comprehension achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang*

Ketua Penguji : Dr. Annisa Astrid, S.T., M.Pd. (.....)
Sekretaris Penguji : Drs. Herizal, M.A. (.....)
Pembimbing I : M. Holandiyah, M.Pd. (.....)
Pembimbing II : Deta Desvitasari (.....)
Penguji I/Penilai I : Dr. Dian Erlina, M.Hum (.....)
Penguji II/Penilai II : Winny A Riznanda, M.Pd. (.....)

Nilai Ujian : 80,25 (A) IPK : 3,24

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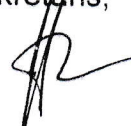
- (.....) dapat diterima tanpa perbaikan
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- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

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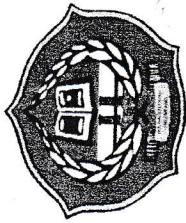
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 Judul : The correlation between habit in listening to English songs and English listening comprehension Achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang
 Penguji : Dr. Dian Erlina, M. Hum

No	Hari / Tanggal	Masalah yang Dikonsultasikan	Tanda Tanggar Penguji
1	Kamis / 11 Januari	See my notes & Revise - Cover - Abstract - Chapter V - Conclusion - Suggestion	
2	Jening, 15-01-18	Acc	

15-01-2018



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Berdasarkan SK Rektor No. : In:03/1.1/Kp.07.6/266/2014

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