E-ISSN: 3026-0264

Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

A CORRELATIONAL STUDY ON THE RELATIONSHIP BETWEEN STUDENTS' ENGLISH VOCABULARY PROFICIENCY AND THEIR LISTENING HABITS IN ENGLISH MUSIC

Muhammad Baiqun Isbahi
Institut Pesantren KH. Abdul Chalim, Mojokerto, Indonesia
baiqunbai@gmail.com

Abstract

This study looked at the association between students' listening habits to English music and their vocabulary knowledge. This was a quantitative study that used the correlation method. The population consisted of all second-semester students from a college in Mojokerto, which consists of two classes totaling 40 students. The sample consisted of 17 students chosen at random using the incidental sampling technique. The questionnaire and vocabulary test were used to collect data in this study. The questionnaire was used to collect information on students' listening habits to English music, while the assessments were used to obtain information about students' vocabulary competence. The researcher utilized Kendall's tau b in the IBM SPSS Statistics 25 program for Windows to analyze the data. The study's findings revealed a substantial association between students' listening habits to English music and their vocabulary competence. Furthermore, there is a positive link with a moderate level of significance. As a result, pupils' habit of listening to English music contributes to their vocabulary mastery.

Keywords: Correlation, English Music, Habit, Vocabulary Mastery.

E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023)
Page 1-13

e-ISSN XXX-XXX

INTRODUCTION

Four English skills are required for English learners to master. These abilities are typically divided into two categories: receptive competence (hearing and reading) and productive competence (speaking and writing). In summary, learners must accomplish and strengthen those four English skills in order to communicate effectively. Learners of English must acquire the components of language in English. Linguists have traditionally divided language into three major components: phonology, or the language sound system; lexis, or the words or phrases that express ideas; and structure, or how words or bits of words are strung together to form appropriate sentences or phrases (Ur, 1996). Pronunciation, vocabulary, and grammar are the three main components. Learners who grasp the components of English will be able to quickly improve their four English skills.

Vocabulary is a vital English component that should be mastered in order to improve one's English skills. Vocabulary is particularly crucial in foreign language instruction since without it, students cannot not only express themselves but also understand others (Kunierek, 2016). This point emphasizes the significance of vocabulary knowledge in learning English. Furthermore, Viera (2018) stated that vocabulary knowledge is a vital tool for becoming an expert in any language skill; it also aids in the comprehension of written and spoken materials. Similarly, Alqahtani (2015) claims that vocabulary knowledge is frequently seen as an important tool for second-language learners because a limited vocabulary in a second language prevents good communication. It means that English learners must be skilled at vocabulary as a prerequisite for proficiency in the four English abilities because in order to accomplish something properly, we must have good

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

equipment. In short, learners will not be able to improve their four English skills unless they improve their vocabulary.

Listening to English music is one method for expanding one's vocabulary. According to Kunierek (2016), one advantage of employing songs in English classes is that they contain linguistic information, such as vocabulary, pronunciation, or grammar. Furthermore, Gottfried (2007) stated that music connects pupils with foreign cultures and opens up a whole new world, which is just one of the reasons why songs are an important component in teaching world languages. Furthermore, when songs are used in class, students might learn new vocabulary or enhance their pronunciation (Aguirre, Bustinza, & Garvich, 2016). It means that the teacher can use English songs as real material to help pupils enhance their vocabulary proficiency. In summary, singing is one approach to improving English, particularly vocabulary (Burhayani, 2013).

Based on the researcher's personal interview with ten students from the college, the following results were obtained: six people answered listening to English music, two people answered writing down new vocabulary, one person answered learning with other people, and one person answered using flash cards. It demonstrates that listening to English music is their preferred technique for boosting their vocabulary.

According to the statement above, the writer is curious about the relationship between students' habits of listening to English music and their vocabulary proficiency.

RESEARCH METHOD

E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies
Vol. 1 No. 1, (2023)
Page 1-13
e-ISSN XXX-XXX

The researcher aimed to see if there was a link between students' listening habits to English music and their vocabulary knowledge in this study. The correlational method was utilized in this study as part of a quantitative research methodology. Correlation shows the existence and degree of a relationship between two quantitative variables (Pandis, 2016). Quantitative research seeks to explain events by gathering quantitative data and analyzing it using mathematically based approaches (Sukamolson Suphat, 2005).

This study includes two variables that are thought to be related. The first variable in this study is students' habit of listening to English music, and the second is students' vocabulary competence. Variables, according to Johnson and Christensen (2013), are conditions or characteristics that might have distinct values or categories. Furthermore, Kumar (2011) defines a variable as a concept that may be measured on any of the four different types of measurement scales, each with varied degrees of precision in measurement. Furthermore, Kaur (2013) operationalizes variables by defining them in terms of measurable aspects.

The population employed in this study is all of the second-semester students of the college in Mojokerto. There are two classes of 40 pupils each. (Mcmillan, 1996) defines population as a group of elements or cases, whether humans, objects, or events, that meet particular criteria and to which we wish to generalize the research results.

This study's sample was drawn utilizing the incidental sampling technique. Incidental sampling is a technique for selecting samples based on chance, in which anyone who happens to meet with the researcher can be utilized as a sample if it is assumed to be suitable as a data source (Sugiyono, 2007). As a

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

result, all of the second-semester students of the college who were present in class when the data was collected were samples for this study. This study used 17 students as samples.

The researcher employs questionnaires and tests to acquire data from individuals. The questionnaire was used to collect data on students' listening habits to English music, while the test was used to collect data on students' vocabulary competence. In this study, questionnaires and tests were employed as instruments.

Following data collection by questionnaire and vocabulary testing, the researcher analyzed the data using the IBM SPSS Statistics 25 program for Windows. Because the sample size of the study was quite small (17 participants), the researcher utilized Kendall's tau b in the SPSS 25 program for Windows to assess the data. According to Sugiyono (2007), parametric statistics are used to analyze large sample data, data that is normally distributed in the form of intervals and ratios, whereas nonparametric statistics are used to analyze small sample data, data that is not always normal distribution, and data that is nominal and ordinal. Kendall's coefficient of concordance is used to calculate the degree of correlation between numerous (k) ranking sets of N things or individuals (Kothari, 2004).

RESULTS AND DISCUSSION

The writer provides a data description that includes two variables in the form of mean, mode, standard deviation, the greatest and lowest score, and a

E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies
Vol. 1 No. 1, (2023)
Page 1-13
e-ISSN XXX-XXX

variable description in the form of a histogram. It is founded on the questionnaire score to determine the students' habit of listening to English music and the vocabulary test score to determine the students' vocabulary competence at the college. The researcher computed mean, median, mode, and so on with SPSS 25 for Windows, and the results are displayed in the table. 1.

Table 1.

The Computation of Mean, Median, Mode, etc.

		Vocabulary Test	Habit Listening English Music
N	Valid	17	17
	Missing	0	0
Mean		28.47	41.29
Std. Error of Mean		1.819	1.555
Median		28.00	42.00
Mode		28	42
Std. Deviation		7.501	6.411
Variance		56.265	41.096
Range		30	25
Minimum		12	29
Maximum		42	54
Sum		484	702

The range is 30 based on the results of the vocabulary test in Table 1, where the maximum score is 42 and the lowest score is 12. The total is 484 and the number of participants is 17, so the mean is 28.47. The standard deviation is 7.501,

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

the median is 28, the mode is 28, the variance is 56.265, and the standard error is 1.819. It can be stated that the ability of students in the college in responding to vocabulary tests is diverse. Table 2 and the image depict the frequency of distribution of vocabulary test scores.

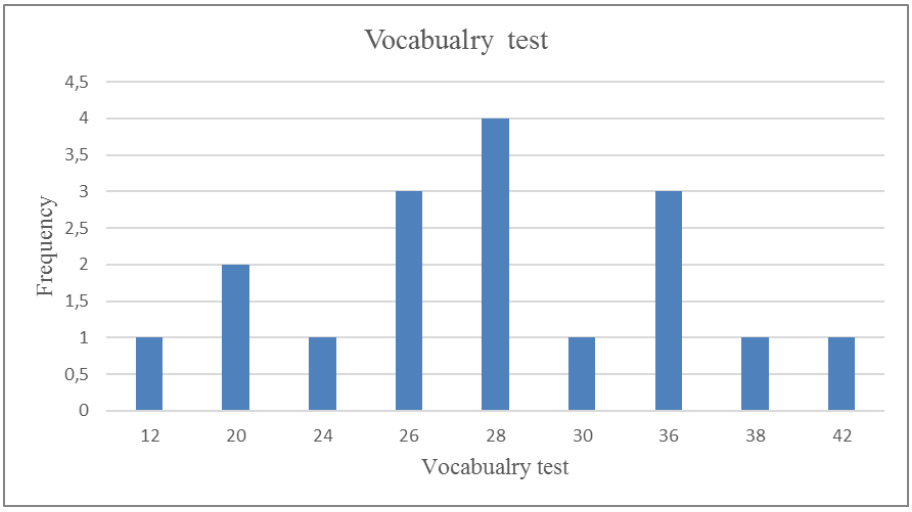
Table 2.

The Frequency of The Distribution of The Vocabulary Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	5.9	5.9	5.9
	20	2	11.8	11.8	17.6
	24	1	5.9	5.9	23.5
	26	3	17.6	17.6	41.2
	28	4	23.5	23.5	64.7
	30	1	5.9	5.9	70.6
	36	3	17.6	17.6	88.2
	38	1	5.9	5.9	94.1
	42	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies
Vol. 1 No. 1, (2023)
Page 1-13
e-ISSN XXX-XXX

Graphic 1.
The Frequency of The Distribution of The Vocabulary Mastery



According to the results of the students' habit of listening to English music questionnaire, the maximum score is 54 and the lowest score is 29, resulting in a range of 25. The total is 702, and the number of respondents is 17, so the mean is 41.29. The standard deviation is 6.411, the median is 42.00, the mode is 42, the variance is 41.096, and the standard error is 1.555. It is possible to establish that the level of students Listening to English music at college is diverse. The frequency of distribution of questionnaire scores is shown in the table and graph below.

Table 3.
Students' Habit in Listening to English Music

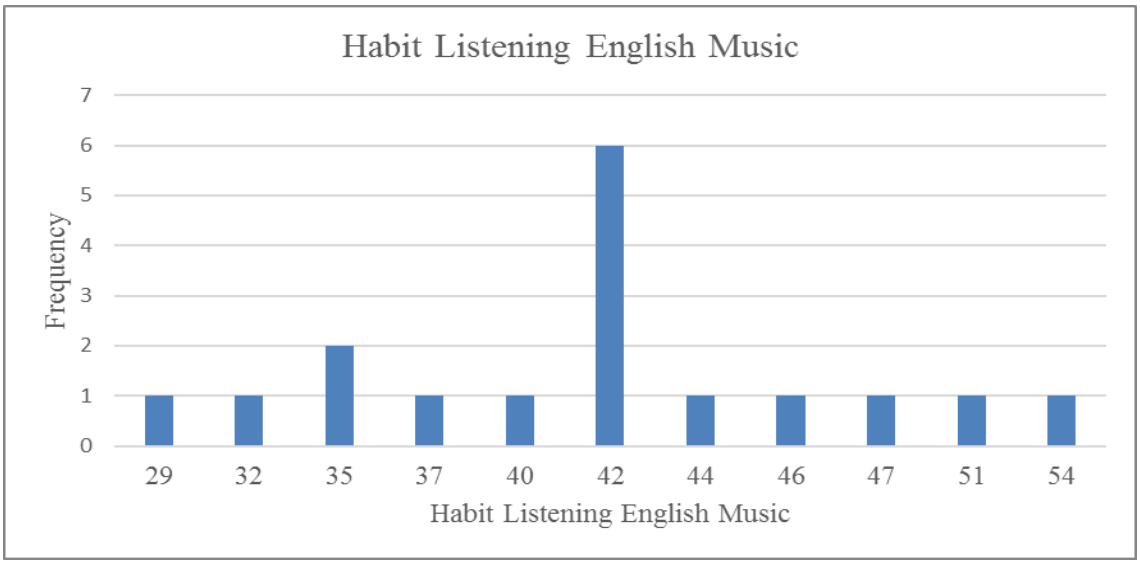
		Frequency	Percent	Valid Percent	Cumulative Percent
	29	1	5.9	5.9	5.9

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

Valid	32	1	5.9	5.9	11.8
	35	2	11.8	11.8	23.5
	37	1	5.9	5.9	29.4
	40	1	5.9	5.9	35.3
	42	6	35.3	35.3	70.6
	44	1	5.9	5.9	76.5
	46	1	5.9	5.9	82.4
	47	1	5.9	5.9	88.2
	51	1	5.9	5.9	94.1
	54	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Graphic 2.
Students' Habit in Listening English Music



E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies
Vol. 1 No. 1, (2023)
Page 1-13
e-ISSN XXX-XXX

The researcher utilized Kendall's in SPSS 25 for Windows to analyze the data. Table 1.4 shows that the association coefficient between students' habits of listening to English music and mastery of student vocabulary is 0. 494.

Table 4.

The Correlation Between Students' Habit of Listening to English Music toward The Students' Vocabulary Mastery

			Vocabulary Test	**Habit Listening English Music**
Kendall's tau_b	Vocabulary Test	Correlation Coefficient	1.000	.494*
		Sig. (2-tailed)		0.010
		N	17	17
	Habit Listening English Music	Correlation Coefficient	.494*	1.000
		Sig. (2-tailed)	0.010	
		N	17	17
*. Correlation is significant at the 0.05 level (2-tailed).				

According to Table 4, the Correlation between students' habit of listening to English music towards the students' vocabulary mastery obtained sig. (2-tailed) of 0.010 from the 17 participants is less than 0.05, indicating that there is a significant relationship between students' habit of listening to English music towards the students' vocabulary mastery. Furthermore, Kendall's tau values reported for 0.494 are considered a moderate correlation. Furthermore, Kendall's

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

tau values are positive at 0.494, indicating a positive association between variables. It can be stated that there is a moderately positive association between students' listening habits to English music and their vocabulary competence.

According to the explanation above, pupils who have a better habit of listening to English music have greater vocabulary mastery. This research result is supported by an expert's judgment that there is a positive.

There is a link between students' listening habits to English music and their vocabulary acquisition. According to Burhayani (2013), singing is one approach to improving English, particularly vocabulary. Furthermore, music connects students with different cultures and opens up a whole new world, which is only one of the reasons why songs are an important component in teaching global languages (Gottfried, 2007). Furthermore, Kunierek (2016) stated that one advantage of employing songs in the English classroom is that they contain linguistic information, such as vocabulary, pronunciation, or grammar. The results of this study clearly illustrate that students' habit of listening to English music and their vocabulary knowledge.

According to the findings of the research and theories presented above, the level of students' vocabulary mastery is closely related to their habit of listening to English music. In other words, the better their degree of listening habits in English music, the greater their vocabulary knowledge. Practically, English music can assist students in familiarising themselves with the voice of a native speaker and increasing their vocabulary mastery and ability to pronounce English words, which can help to develop all four skills: listening, speaking, reading, and writing.

CONCLUSION

E.ISSN: XXXX-XXXX
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN XXX-XXX**
Page 1-13

The study found a favorable significant relationship between students' habit of listening to English songs and their vocabulary mastery at college. This implies that changing students' listening habits to English music will lead to improved vocabulary mastery. It is reasonable to conclude that listening to English music on a regular basis aid in vocabulary mastery.

As a result, students who want to improve their vocabulary knowledge might consider listening to English music as one of their alternative options. Second, music can be employed in the learning process by the teacher to increase students' vocabulary mastery. Finally, the next researchers may do a study with a fresh and larger population and sample size, as well as changing the factors.

REFERENCES

Aguirre, D., Bustinza, D., & Garvich, M. (2016). Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru. *English Language Teaching*, *9*(2), 178. https://doi.org/10.5539/elt.v9n2p178

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. https://doi.org/10.20472/TE.2015.3.3.002

Burhayani. (2013). The Effectiveness of Teaching Vocabulary through Songs to theSecond Years Students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta, (Isqae), 69–73. https://doi.org/10.1207/s15516709cog2102_3

Gottfried, T. (2007). *Music and language learning*. *Language experience in second language speech learning*. https://doi.org/10.2106/JBJS.H.01382

Johnson, R. B., & Christensen, L. B. (2013). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). California: SAGE Publications, Inc. Kaur, S. (2013). Variables in Research Designs. *International Journal of*

E-ISSN: 3026-0264
Majapahit Journal of English Studies

Vol. 1 No. 1, (2023) **e-ISSN 3026-0264**
Page 1-13

Research in Medical Science, *3*(4), 36–38.

Kothari, C. R. (2004). *Research Methodology Methods and Techniques* (2nd ed.). New Age International (P) Ltd., Publishers.

Kumar, R. (2011). *Research Methodology: A Step-by-Step Guide for Beginners* (3rd ed.). California: SAGE Publications, Inc.

Kuśnierek, A. (2016). The role of music and songs in teaching English vocabularyto students. *WSN World Scientific News*, *43*(431), 1–55. Retrieved from www.worldscientificnews.com

Mcmillan, J. H. (1996). *Educational Research: Fundamentals for the Consumer* (2nd ed.). New York: Harper Collins.

Pandis, N. (2016). Correlation and linear regression. *American Journal of Orthodontics and Dentofacial Orthopedics*, *149*(2), 298–299. https://doi.org/10.1016/j.ajodo.2015.11.010