THE CORRELATION BETWEEN STUDENTS' HABIT OF LISTENING TO ENGLISH SONGS AND THEIR VOCABULARY MASTERY AT THE ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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ABSTRACT

This study aimed to examine the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University. Using a correlational design, the population consisted of 30 students selected through total sampling. The instruments were a questionnaire on listening habits and a vocabulary test. Data analysis revealed that the correlation coefficient ($r_{calculated} = 0.340$) was lower than r_{table} (0.361) at the 0.05 significance level, indicating no significant relationship between the two variables. Therefore, the null hypothesis was accepted, suggesting that listening to English songs does not significantly contribute to vocabulary mastery. This might be due to the repetitive, informal, or context-specific nature of song lyrics, as well as the tendency of students to listen for entertaining.

Keywords : *listening habit, English songs, vocabulary mastery*

INTRODUCTION

There are four aspects that need to be understood when learning English. The four aspects of understanding language are speaking, reading, writing, and listening (Ma'fiyah et al., 2021). In addition to having these four skills, successful communication also requires knowledge of vocabulary and linguistic structure.

Vocabulary is one of the language components that students have to learn when studying English. Vocabulary mastery is the foundational knowledge required to acquire foreign languages. As stated by Bernanda et al. (2022), vocabulary is an essential part of a language that gives students a solid foundation for listening, speaking, reading, and writing. Lack of vocabulary and methods for expanding it can hinder language learners from reaching their full potential and stop them from utilizing the various contexts in which they can use the language, such as reading, watching movies or television, listening to the radio, or speaking with native speakers.

As stated by Bernanda et al. (2022), expanding a student's vocabulary is essential to language development at all levels of education. This indicates that vocabulary is the foundation for understanding the English language and other English language skills that will be acquired. Learning vocabulary can be difficult for students for a variety of reasons, such as difficulty memorizing new words, a lack of motivation and interest, a lack of exposure to the language, and difficulty understanding the context or meanings of the words.

According to the researcher's observations and experience, learning vocabulary through listening to English songs is both enjoyable and effective. Over time, it has been observed that students are able to understand terms more easily, pronounce words more naturally, and expand their vocabulary through repeated exposure. Songs provide learners with meaningful input, especially of common word classes such as nouns, verbs, and adjectives, which are essential for language proficiency. Regular listening encourages repeated contact with new words, eventually forming a routine. When this routine is repeated consistently, it can develop into a habit, defined as a consistent pattern of action (Putri & Sujarwati, 2024). Therefore, incorporating English songs into language learning may not only enrich vocabulary but also foster independent and habitual learning behavior among students.

Bernanda et al. (2022) state that students' habits and abilities in listening are related to the English music they listen to. The study claims that there is a correlation between listening to English music and listening comprehension because there is a tendency for students who listen to English-language songs to have better listening scores. It's additionally demonstrated in Putri & Sujarwati (2024), Endah Sari et al. (2013), that revealed a favorable relationship between students' habit of listening to English songs and learning vocabulary, as well as improved listening comprehension.

Based on the explanation above, the researcher was interested in conducting research entitled "The Correlation between Students' Habit of Listening to English Songs and Their Vocabulary Mastery at the English Department of Bung Hatta University."

METHOD

The type of this research was correlational research. According to Refnita (2018), correlational research is research that attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Then, according to Refnita (2018:74), "the population is the group of interest to the researcher, the group to whom he or she wants the results of the study to be applicable". The population in this research is all students at the English Department of Bung Hatta University in the 2024/2025 academic year. In this research, the total population is 30 students. Because the number of population members was very limited, a total sampling technique was used to select a sample. This means that all members of the population are chosen as the sample.

According to Refnita (2018), an instrument is a researcher's tool to gather data. Instrumentation in research refers to the tools, techniques, or methods used to collect, measure, and analyze data. In this research, the researcher uses a questionnaire and a vocabulary test as the instruments to collect the data.

The questionnaire was designed in the format of a Likert scale and used closed-ended questions. The questionnaire is fully adopted from Murphey, as cited in Asy'ari (2023). The questionnaire consisted of 23 items, which contained some categories, they are repetitive actions, attention, and getting meaning. To find out the

reliability of the questionnaire, the researcher used a variant formula by Arikunto (2014).

In this research, the researcher used a vocabulary test to measure students' vocabulary mastery. The test was developed by Paul Nation from Victoria University of Wellington and consists of two versions. The 14,000-word level version contains 140 questions, while the 20,000-word level version includes 100 multiple-choice items. Nation (2012) claims that both versions of the Vocabulary Size Test (VST) are equivalent. In this study, the researcher used the 14,000-word level version, which consists of 140 questions. The tests can be accessed athttps://my.vocabularysize.com/.

In particular, data of this study were analyzed with the following steps :

1. Correlating the score on questionnaire and vocabulary test by using the Person Product Moment Formula as follows :

$$rxy = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2) - (\sum x)^2\}\{(n \sum y^2) - (\sum y)^2\}}}$$

In which :

r_{xy} :Coefficient of correlation between x dan y variables

x :The score of the questionnaire

y :The score of the vocabulary test

n : The number of students

$\sum x$: The total of x

$\sum y$: The total of y

$\sum xy$: Total cross product of x and y

2. To find out whether there is a significant correlation or not, the researcher compared the value of $r_{calculated}$ and r_{table} at the level of significance 0.05 and the degree of freedom (DF = n-2).

3. Finally, the researcher interpreted the coefficient correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University.

RESULT AND DISCUSSION

As already stated above, the finding of this research was that the correlation coefficient between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University was 0.340. To see whether the correlation was significant or not, it was compared with the value of r_{table} at a confidence level of 0,05 (α = 5%) and degree of freedom = n-2 (28).

It turned out that r_{table} value was 0,361. It means that the value of the r_{table} was higher than the value of $r_{calculated}$ (0,361> 0,340). It can be stated that the alternative hypothesis (Ha) is rejected, and the null hypothesis (H0) is accepted. This indicates that there is no significant correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University.

1. Students' Listening Habits

The overall mean score for the questionnaire is 3.20, suggesting that respondents typically engage with English songs in a favorable manner. The highest mean score was for the Attention indicator (3.26), which, with a low standard deviation (0.91), suggests that the majority of respondents are consistently highly interested and engaged with English songs. The Repetitive Action indicator also scored

high (3.28), indicating that participants frequently listen to English songs as part of their routine. The lowest mean was found in the Getting Meaning indicator (2.95), which implies that while respondents listen frequently, they may be less proactive in actively seeking the meaning of new vocabulary.

2. Students' Vocabulary Mastery

According to Nation (2001), a vocabulary size of approximately 6,000 to 8,000 word families is generally required for understanding unsimplified spoken English and a wide range of written texts, including fiction and newspapers. With an average score of 6,520, the students in this study can be considered to have reached a moderate to upper-intermediate level of vocabulary mastery. This suggests that, while many participants possessed a functional vocabulary size sufficient for daily communication and general reading, only a few reached the threshold typically needed for understanding more academic or complex texts (i.e., 9,000+ word families).

The presence of participants scoring as low as 2,600 also highlights that a number of students still have limited receptive vocabulary knowledge, which may hinder their comprehension of even moderately challenging English materials. Conversely, those scoring above 10,000 demonstrate advanced vocabulary knowledge, although they represent a minority within the sample.

As previously explained, this study found that the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University was 0,340. Based on the classification by Arikunto (2014), the correlation of the two variables is classified as low.

One limitation of this study lies in the vocabulary test instrument. Although Paul Nation's Vocabulary Size Test is a widely validated tool for assessing vocabulary knowledge, it may not fully reflect the types of words students are exposed to through English songs. The objective of the study was to explore the relationship between students' habit of listening to English songs and their vocabulary mastery. However, the test used assessed general vocabulary across a broad frequency range, not necessarily the vocabulary found in song lyrics.

In addition, listening to songs is usually done for enjoyment rather than for learning. Learners may not pay close attention to the lyrics, let alone try to understand unfamiliar words.

CONCLUSION

Based on the research finding, it can be concluded that there is no significant correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University. This means that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

After conducting the research and obtaining the results of the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University, the researcher would like to provide several suggestions to students and future researchers.

1. For Students

Students are advised to increase listening frequency, not only listen to English songs for entertainment, but also use them intentionally as a learning resource. They can enhance vocabulary learning by paying attention to lyrics, noting unfamiliar words, and using them in sentences. In addition, they should combine their listening habits with active reading, writing, and dictionary use to strengthen vocabulary retention. Motivation, consistency, and reflective learning strategies are essential to make listening more beneficial academically.

2. For Future Researchers

Since this study found no significant correlation between students' listening habits and vocabulary mastery, it is recommended to design or adapt a vocabulary test that specifically targets lexical items commonly present in English songs. Such alignment between the instrument and the study's objective may provide more accurate insight into the actual impact of music on vocabulary acquisition. Moreover, future researchers are recommended to explore other potential variables that may influence vocabulary acquisition, such as reading habits, exposure to academic texts, or the use of digital vocabulary apps. They may also consider using experimental or mixed-method approaches to gain deeper insights into how English songs impact vocabulary learning under different conditions.

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