

The Correlation Between Habit in Listening English Song and Student's Pronunciation Ability at Eleventh Grade of Senior High School 2 Jambi

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ABSTRACT

This research was made to figure out if there is a correlation between habit in listening English song and student's pronunciation ability that applied to eleventh grade students' in senior high school number 02 Jambi. The sample of this research were 36 students from Grade XI F11. This research used Quantitative method by using questionnaire. The questionnaire comprised 15 questions pertaining to students' English song listening habits, categorized into four response options. The result of this research showed that habit in listening English song influence student's pronunciation ability, such as rxy values (0,182). It means that there was no correlation between habit in listening English song and student's pronunciation ability (very weak).

Keywords: *Listening English Song, Pronunciation Ability.*

INRODUCTION

Listening skill is taken into consideration as the fundamental talent that desires to improve because it offers the aural input that serves as the premise for language acquisition and allows learners to engage in spoken conversation. Listening means paying interest and making an attempt to procedure what you heard. In different phrases, listening skill permits you to recognize what a person is talking or speaking about.

According to Fauzana (2014) learning to listen is an essential ability, because through enhancing our listening, the researcher additionally improving

others skills too. Some other motives are listeners can get new statistics from people or the audio that they have got listened, they can recognize every

different feeling or emotion, and to study others perspective.

Moreover, the observe of listening can't be separated from the additives of language itself as an example vocabulary, grammar and plenty of others. In other hands, habit in listening English songs can help the students to study more joyfully.

According to Griffie (1992) the word of "song" can refer to pieces of music that contain many words, especially popular songs, such as those heard on smartphone or any media. Because songs exist in every aspect of human life, songs are easy to find everywhere. However, people tend to think that every experience in the song is only in fleeting moments. According to Claerr and Gargan (1984) with some imagination, songs can be used to teach all aspects of a foreign language. Songs can be fun and exciting way for

students to learn English. Songs can be used to expand all language abilities integrative, which includes enhancing student's pronunciation capabilities. To make the song sound better every song writer also need to be aware of the pronunciation of each word that is spoken.

Speaking is one of four main English skills that students have to learn (speaking, listening, reading, and writing). Speaking is an interactive manner of building meaning that involves producing, receiving and processing information. Al Hosni (2014) additionally said that speaking is the most essential ability among four abilities (speaking, reading, listening, and writing). This makes speaking becomes one of the critical abilities that need to be mastered in English language learning besides listening, writing and reading. With the statements above, the writer concludes that it is very essential to learn how to speak.

Despite the fact that speaking is considered as the main essential ability that students should examine, it has been noticed that students additionally observed difficulties in speaking English, especially for EFL learners. Zhang (2009) argued that speaking stays the most difficult ability to grasp for most of the people of English learners, and they are nevertheless incompetent in speaking orally in English. This also matters for Indonesian students who are also EFL learners. Indonesian students have less publicity to talking English in comparison to students from

international locations in which English is a second language (Febriyanti 2011). Pronunciation is one of the maximum tough elements of studying English. Mistakes in pronunciation could make the means of a sentence distinct. So, teaching not usual phrases may be used to educate new vocabulary, which include pronouncing names and images. English pronunciation is essential that many sounds and phares in English are tough to pronounce efficiently. Having proper pronunciation can make our verbal exchange with our interlocutors or local speakers less difficult to understand. In keeping with Ur (1996), the motive of mastering pronunciation is in order that learners are capable of pronounce a phrase like a native accent.

The variant of the differences heritage of people will create the variations of difficulties in English pronunciation, no two people pronounce precisely alike. According to Jones (1909) the variations get up from variety of reasons, consisting of locality, early affects and social surrounding; there also are individual peculiarities for which it is hard or impossible to account. Jones (1909) also stated that pronunciation is one of the speaking elements to accumulate the meaning, because the listener can obtain genuinely message because the speaker speech nicely. From the definition above, writer can say that English songs can make students more interesting to learn English.

That is why habit of listening English songs and student's pronunciation might be good to improve their

speaking, because every time people listen to a song they always sing to the song that they listen, songs can find anywhere and you can listen it anytime. With that the students can learn about their listening and their pronunciation in order to improve their speaking skills.

REVIEW OF RELATED LITERATURE HABIT

Gardner (2015) describes habit through two key concepts. First, habit is seen as a process in which actions are triggered by cues, reducing conceptual and logical conflicts that arise from defining habit solely as behavior, automaticity, or any single aspect of the broader process. Second, viewing the "response" to habit cues as an impulse suggests that habitual tendencies, once activated, can still be suppressed before leading to actual behavior. In addition Wood and Runger (2015) identifying three ways on habit. First, habits form as people pursue goals by repeating the same responses in a given context. Second, people act on the habit in mind as well as on their prevailing goals by tailoring their behavior to the current circumstances. Third, people tend to infer from the frequency of habit performance that the behavior must have been intended.

THEORIES OF LISTENING

Listening is the most critical ability in language learning. Learners spend maximum in their time to listen in preference to read, write, or speak. Listening is considered one of receptive

abilities. It means that listening is the talent to acquire something that being spoken. Burley-Allen (1995) mentioned that listening as a technique for taking statistics is used far extra than reading and writing combined. People generally tend to expect that listening is equal as hearing. In truth, both of them are different. While hearing is physical capacity, listening itself is a skill.

In the listening manner, the listeners not only pay attention to what is being spoken, but additionally they are required to recognize of what they have got listened, the procedure of understanding the spoken language is often called listening comprehension. Listening comprehension is the potential to listen, procedure it and recognize the meaning.

Richards (2008) mentioned that defined listening from one distinct perspective. First, listening as comprehension. Second, listening as acquisition. In keeping with him, listening as comprehension is facilitating an information of spoken discourse. Listening is the process when listener hear the spoken language and he/she try to recognize the meaning.

Rost (2011) also said listening is a fundamental aspect of spoken language processing, as spoken communication cannot exist without it. It is also closely linked to various fields of study and development. In the humanities and applied sciences, listening plays a significant role in disciplines like linguistics, education, business, and law, as well as in social sciences such as anthropology, political science,

psychology, and sociology. Additionally, listening processes are relevant to the natural sciences, including biology, chemistry, neurology, and medicine, as well as to formal studies in computer science and systems science.

TYPES OF LISTENING

Furthermore, we understand what listening entails. Therefore, there are four fundamental categories that learners should be aware of, as outlined by the author concerning basic listening, Brown (2004) states:

- a. Intensive listening involves focusing on perceiving the elements (such as phonemes, words, intonation, and discourse markers) within longer stretches of language.
- b. Responsive listening involves listening to a brief segment of language (such as a greeting, question, command, comprehension check, etc.) with the intention of providing a similarly concise response.
- c. Selective listening involves processing longer stretches of discourse, such as short monologues, over several minutes, with the aim of scanning for specific information.
- d. Extensive listening aims to build a comprehensive, top-down understanding of spoken language. This type of listening involves activities ranging from listening to lengthy lectures to

conversations, with the goal of deriving a complete message or understanding the overall purpose.

We can differentiate between traditional, conventional perspectives on listening and more modern viewpoints. Traditionally, listening focused on transmitting information, primarily through one-way listening, as evidenced by the prevalent use of monologues in older listening materials. However, this approach overlooks the richness and interactive nature of everyday listening (two-way listening). Contemporary materials now emphasize this aspect more, with a shift towards natural-sounding dialogues.

THEORIES OF PRONUNCIATION

According to (Fraser, 2001) pronouncing is the act or outcome by way of which the sounds in language are produced, regularly in keeping with a few standards for correctness or acceptability. Pronunciation is the technique of creating sounds that have meaning. It consists of paying attention to particular sounds of language (segments), in addition to suprasegmental components of speech like intonation, phrasing, stress, timing, and rhythm and in its broadest sense, attention to gestures and facial expressions which can be intently associated with the way we speak a language. It means pronouncing becomes one of the crucial things for the speakers to be understood by other people.

CHARACTERISTICS OF PRONUNCIATION

Below are brief summaries of each of these characteristics of pronunciation, along with suggestions for further reading (Fraser 2001).

a. The Elements of Pronunciation

Each suprasegmental and segmental characteristics are covered inside the definition of pronunciation. The concept mentioned below is critical for teachers in order that they understand how these unique components work, however learners do not always need to cover the concept intensive (Fraser, 2001).

b. Suprasegmental Aspects of Pronunciation

I. Stress

Stress refers to the emphasis placed on particular syllables in phrases and on specific syllables or words in spoken sentences. When we listen to someone talk, this emphasis is often where we notice hand gestures and other non-verbal signals conveyed through loudness, intensity, pitch changes, and syllable duration. There are three notable levels of stress: at the level of individual words (where multisyllabic words have one or more emphasized syllables), at the level of sentences (where key words typically receive emphasis), and

at the level of contrast (where the most crucial words are stressed more prominently) (Fraser, 2001).

II. Intonation

For speakers to convey meaning, specifically about interpersonal attitudes, intonation, or a alternate in itch, is crucial. Pitch changes are closely associated with stress, as we discovered inside the previous segment. For the reason that intonation patterns vary relying at the language, learners will need to study new ones for English so that you can prevent inappropriately moving from their native tongue and probable unwittingly offending others (Fraser, 2001).

a. Segmental Aspect of Pronunciation

Vowels, diphthongs, and other individual sounds with the ability to carry meaning make up the phonemes that make up the English sound system (combos of vowel sounds), triphthongs, which might be 3 vowel sound combos or consonants. Our togues are used to provide those sounds in numerous mouth places (Fraser, 2001).

b. Articulation

Articulation is the physical actions of the tongue, lips, teeth and jaw that produce the speech sounds that shape

words and sentences. It can also be described as making sounds or phrases clear in speech or song. Articulation consequently makes it less difficult for anyone to recognize what is being stated, and it makes the conversation clean and easy to recognize.

c. Accent

Accent are described as typed in pronunciations of a certain language and refers to the sound that exists in someone's language (Behravan. 2012). Accent refers to someone's technique of pronouncing a phrase. Everyone has a completely unique accent depending on their mother tongue.

d. Flow

Flow in pronunciation refers to how a person speaks with the right pauses to deliver their message extra efficiently. When a person speak with unnecessary pauses it might be made their partner feel stressed. Some other example of unnecessary pauses is when a person reading a sentence and there is no comma (,) or point (.) then they do unnecessary pauses it might be so unusual after they pauses again after they see a comma or point in the next few phrases.

e. Preparedness

Studying to pronounce a phrases exactly cannot be received in a single night. Learner must be practice their pronunciation regularly so if learner need to pronounce a word like how it have to be sound they must be nicely prepared like discover they vocabulary and pronouncing it.

According to Garcia (2007) English pronunciation is one of the most tough skills to accumulate and learners must spend plenty of time to enhance their pronunciation. Gilakjani (2012) also mentioned that understandable of pronunciation is one of the basic requirements of learner's competence and it is also one of the most crucial features of language instruction. While Suyadi (2024) says that pronunciation could also improve speaking skills to the students of senior high school.

The conclusion of pronunciation is the act or a way of announcing words or how to speak a word, specifically a way that is familiar or normally understood. When a person is speaking, pronunciation have to be specific to the how sounds like, pronouncing a proper words like the way it must be sounds will make the listener understood what speaker talking about.

METHODOLOGY

Creswell (2014) affirmed that correlational research design is a methodology used in quantitative research where researchers assess the extent of association or relationship between two or more variables or sets of scores. The specific rationale for

selecting this research type is because the researcher aimed to determine the presence or absence of a positive correlation between habit in listening English song and student's pronunciation ability to improve speaking at eleventh grade senior high school 2 Jambi. The researcher describes the correlation of both variables in this following scheme:

$$x \rightarrow y$$

Noted:

X: variable A or listening English song

Y: variable B or student's pronunciation ability

The researcher employs correlational research. Kerlinger (2006) suggests that a hypothesis is a speculative assertion concerning the relationship between multiple variables. This assertion is consistently articulated as a sentence and pertains generally and specifically to the association between one variable and another. The extent of the relationship is gauged through a correlation coefficient. When two variables are correlated, values within specific ranges on one variable correspond to values within specific ranges on the other. For instance, there's a connection between intelligence and academic achievement; high scores on intelligence tests typically align with high grade point averages, while low scores often correlate with lower grade point averages.

FINDINGS AND DISSCUSIONS

Table 1

THE RESULT OF CORRELATION ANALYSIS

		Listening habit	Pronunciation
Listening habit	Pearson Correlation	1	.182
	Sig. (2-tailed)		320
	N	32	32
Pronunciation	Pearson Correlation	.182	1
	Sig. (2-tailed)	.320	
	N	32	32

Based on the calculation and data analysis above, the score of coefficient correlation (r_{xy}) was higher than the score of r—table (r_t). In this case, the coefficient correlation which is obtained is 0.182, and this score was compared with the r—table with the significance level 5% and 1% respectively, shows that the r—table which are obtained respectively are 0.349 and 0.449. Therefore, shown that correlation was significant at the 0.05 level or $0.182 < 0.349$, which means the hypothesis null (H_0) is accepted and the hypothesis alternative (H_a) is rejected. In other words, there was no relationship between habit in listening

English song and students' pronunciation ability. In addition, based on the squared correlation coefficient (r^2) = 0.033124 obtained, habit in listening English song was considered to have contribution of 3.42% towards pronunciation ability. In other words, the students' pronunciation ability of the eleventh grade of senior high school 2 Jambi was 3.42% influenced by their habit in listening English song and there was 96.58% as the remains. The remains indicated that there were other factors which influence their pronunciation ability. According to Laroy (2008), there are two factors influencing pronunciation: age and level.

Besides, the coefficient correlation (r_{xy}) which was obtained is 0.182. It could be interpreted with Table Interpretation of Product Moment which reveals that $r_{xy} = 0.182$ was included in the scale between 0.00—0.20.

CONCLUSIONS

There was very little, if any or can be said no correlation between the two variables, as indicated by the coefficient correlation of 0.182. The coefficient correlation was 0.182, which means there was very weak or can be told there is no correlation between two variables. Furthermore, the product moment table's correlation coefficient was 0.349. based on the result $0.182 < 0.349$, indicating that the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted. Since the obtained r_{xy}

0.182 was less than the r_t 0.349, it was determined that there was no significant correlation between the students' English pronunciation skills and their habit of listening to English songs.

Therefore, it can be concluded that the relationship between the pronunciation skills of eleventh grade students at Senior High 2 Jambi and their habit of listening to English songs is either very weak or nonexistent. Based on the collected data, it can be concluded that students who often listen to English songs have weak pronunciation skills.

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