

**THE CORRELATION BETWEEN INTEREST IN LISTENING  
TO ENGLISH SONGS AND VOCABULARY MASTERY OF THE  
SECOND SEMESTER STUDENTS OF ENGLISH STUDY  
PROGRAM FKIP UNIVERSITAS RIAU**

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**Abstract:** *This research aims to find out if there is a significant correlation between the interest in listening to English songs and vocabulary mastery of the second semester students of English Study Program FKIP Universitas Riau. The sample of this research consisted of 36 students which was taken by using Cluster Random Sampling Technique. The data were collected through questionnaire in order to measure students' interest in listening to English songs and AVK test to measure students' vocabulary mastery. The results showed that the students have high interest in listening to English songs and have average ability in mastering vocabulary through Aural Vocabulary Knowledge (AVK). Further, the significant correlation was discovered between both variables with a moderately positive correlation.*

**Key Words:** *Interest, Listening, English Songs, Vocabulary Mastery*

# **KORELASI ANTARA MINAT MENDENGARKAN LAGU-LAGU BERBAHASA INGGRIS DAN KEMAHIRAN KOSAKATA OLEH SISWA TAHUN KEDUA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU**

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**Abstrak:** Penelitian ini bertujuan untuk menemukan korelasi yang signifikan antara minat mendengarkan lagu-lagu berbahasa Inggris dengan kemahiran kosakata oleh siswa tahun kedua Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Sampel dalam penelitian ini terdiri dari 36 siswa yang diambil melalui teknik pengambilan acak daerah. Data dalam penelitian ini dikumpulkan melalui kuesioner yang digunakan untuk mengukur minat siswa dalam mendengarkan lagu-lagu berbahasa Inggris dan AVK test untuk mengukur kemahiran kosakata siswa. Hasil dari penelitian ini menunjukkan bahwa siswa tersebut mempunyai minat yang tinggi dalam mendengarkan lagu-lagu berbahasa Inggris dan mempunyai kemampuan rata-rata dalam menguasai kosakata bahasa Inggris melalui Aural Vocabulary Knowledge (AVK). Lebih lanjut, terdapat korelasi yang signifikan antara kedua variabel dengan arah positif dan termasuk kategori korelasi yang sedang.

**Kata Kunci:** Minat, Mendengarkan, lagu-lagu berbahasa Inggris, Kemahiran Kosakata

## INTRODUCTION

When listening to an English song, sometimes people are curious about the lyrics. They will listen carefully to get what the speaker says, so it can help them to sing the song while listening and enjoying the music. Even though they do not understand the meaning of the lyrics, by repeatedly listening to English songs they will be familiar with the words. Then, they are going to find out the lyrics and its meaning. As a consequence, it can improve their vocabulary indirectly. According to Medina (1993) as cited in Alipour et al. (2012), a popular song can promote a wide variety of useful words. Using the students' favorite songs can help them learn vocabulary over the long term; this is called the song-stuck-in-my-head phenomenon (Murphey, 1992). However, not all the songs use words academically. Sometimes the lyrics contain of slang words and lose of grammar. Therefore, the students should be careful in choosing the songs whether to improve their vocabularies academically or just dig more about language usage.

Vocabulary is a main basic component of language mastery and provides the basis of the language to make people able to speak, listen, read and write fluently. Hatch and Brown in Nugroho (2012) stated that vocabulary is the foundation to build languages, which plays a fundamental role in communications". If the students do not have the foundation to build a conversation, they will face some problems to have a communication with others. Furthermore, students will be hard to create paragraph if they do not know the words to write. Thornbury (2002), by quoting David Wilkins stated that without Grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, it is obvious that vocabulary should be mastered by students in order to learn English successfully. Without the enrichment of vocabulary, students cannot deliver their own ideas and understand what others say.

Interest is believed to improve learning by intensifying engagement and automatic allocation of attention (Hidi, 2001). According to Crow and Crow as quoted by Djaali (2008), interest related to a willingness that encourages a person to confront or deal with people, objects, activities, experiences stimulated by the activity itself. In this case, interest in listening to English songs is a feeling that encourages someone to pay attention on songs without being forced because listening to song is an interesting object to them. There are several factors that song is an interesting to someone. Most people actually choose a song because it has something to do with their experiences or that song will make them feel relaxed. Sagala (2005) stated that the interest is a source of motivation that drives people to do what they want when they are given the freedom to choose. Therefore, it can be concluded that interest is a positive attitude that motivate individual to give attention to a person, a thing which they attracted and they will enjoy the activities till the end. Thus, when people have an interest in listening to English songs, it means that they have a motivation to do something dealing with the songs, either with the vocabularies from the lyrics or how to pronounce the words or just to relax.

## METHODOLOGY

### Participants of the Research

The population of this research is the second semester students of English Study Program FKIP Universitas Riau. In order to determine the sample, the researcher used cluster random sampling technique. Class C which consists of 36 students was the sample of this research.

### The Data Collection Technique

In collecting the data, the researcher used questionnaire to measure students' interest in listening to English songs and AVK test to measure students' vocabulary mastery. They were required to fill in the 25 statements of the questionnaire and 63 questions of AVK test in 60 minutes.

### The Data Analysis Technique

To analyze the respondents' interest in listening to English songs, the researcher calculated the score of each item based on 4-point Likert scale. Based on Likert scale, the score of each student would be marked as follows:

- a. Score 4, for "strongly agree, often do this"
- b. Score 3, for "agree, sometimes do this"
- c. Score 2, for "disagree, rarely do this"
- d. Score 1, for "strongly disagree, never do this"

Then, the researcher interpreted the total scores by classifying them into five categories. The interpretation of students' interest in listening to English songs is presented below:

**Table 1. Categories of Students' Interest**

Score	Category
$X < 50.5$	Very Low
$50.5 < X \leq 63.5$	Low
$63.5 < X \leq 76.5$	Average
$76.5 < X \leq 89.5$	High
$X > 89.5$	Very High

In analyzing the respondents' scores of Aural Vocabulary Knowledge, the respondents' individual scores from the test were calculated as follows:

- a. Score 3, for level 3
- b. Score 2, for level 2
- c. Score 1, for level 1

The total score was converted to the standard score 100 and then classified into five categories. The interpretation of students' vocabulary mastery is based on the following table:

**Table 2. Categories of Vocabulary Mastery**

<b>Score</b>	<b>Category</b>
0-39	Very Poor
40-55	Poor
56-65	Mediocre
66-79	Good
80-100	Excellent

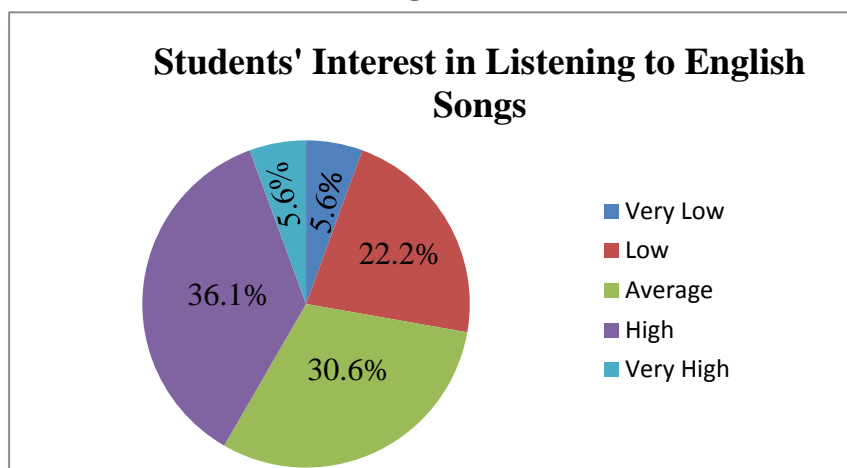
In order to find out the correlation between two variables, the researcher calculated by using Pearson Product Moment formula through IBM SPSS 23.00 Program.

## **RESULTS AND DISCUSSIONS**

### **Results**

The results of this research are based on the correlation between students' interest in listening to English songs and their vocabulary mastery. Here are the results of students' interest in listening to English songs:

Figure 1



Based on the classification above, the researcher found the scores of students' interest in listening to English songs are varieties. The lowest percentage is 5.6% and the highest is 36.1%. There are 2 students (5.6%) in very low category, 8 students (22.2%) indicated as low category, 11 students (30.6%) indicated as average category, 13 students (36.1%) indicated as high category, and 2 students (5.6%) categorized into very high category. Therefore, it can be concluded that most of the second semester students' of English Study Program FKIP Universitas Riau have high interest in listening to English songs in their daily activity.

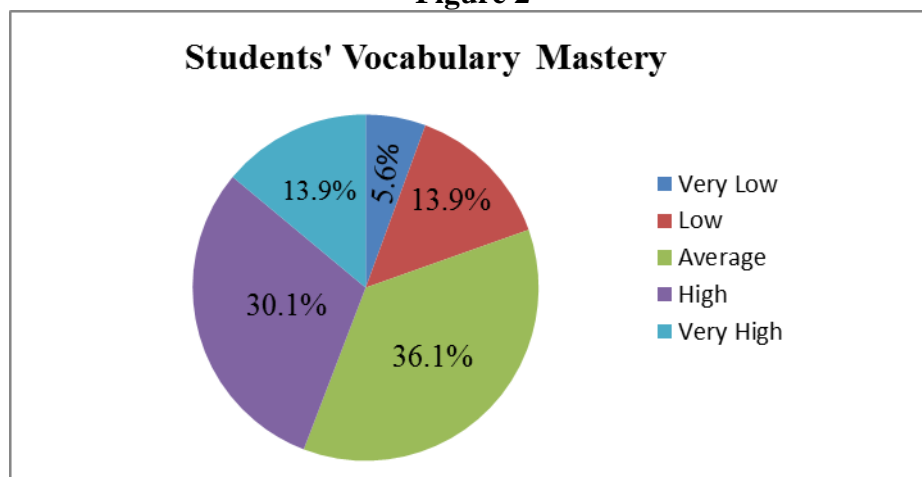
Furthermore, the researcher also divided the results based on the two indicators of interest; they are situational interest and individual interest. Each indicator has two sub indicators that define students' interest level. The contribution of each indicator is presented in the following table.

**Table 3. The Interpretation of the Data Analysis of Interest Indicators**

Num.	Indicators	Sub Indicators	Score	Percentage (%)	Total (%)
1.	Situational Interest	Objects	637	73.7	72.3
		Activities	511	70.9	
2.	Individual Interest	Stored Knowledge	614	71.1	72.8
		Stored Value	750	74.4	

From the table above, it can be seen that objects contributed 73.7% in students' interest, activities contributed 70.9% in students' interest, and stored knowledge contributed 71.1% in students' interest, while stored value contributed 72.4% in students' interest. Overall, the situational interest contributed 72.3% in defining students' interest while the individual interest contributed 72.8% in defining students' interest. Therefore, the researcher found that most of the second semester students' interest in listening to English songs is based on their individual interest. While the results of students' vocabulary mastery are presented below:

Figure 2



Based on the diagram, the lowest percentage is 5.6% and the highest is 36.1%. The classification above showed that there are 2 students (5.6%) indicated as very low category, 5 students (13.9%) categorized into low category, 13 students (36.1%) categorized into average category, 11 students (30.1%) categorized into high category, and 5 students (13.9%) grouped into very high category. Thus, the researcher found that most of the second semester students of English Study Program FKIP Universitas Riau have average ability in mastering vocabulary through Aural Vocabulary Knowledge (AVK).

As stated before, the vocabulary contains of three level word frequency is generated with the British National Corpus and the Corpus of Contemporary American English (BNC-COCA). The students' frequency in answering each level is presented in the following table.

**Table 4. The Interpretation of the Data Analysis of Vocabulary Level**

Num.	Vocabulary Level	Score	Percentage (%)
1.	Level 1	568	68.6%
2.	Level 2	1218	62.6%
3.	Level 3	882	62.8%

Based on the table above, it is known that 68.6% students were able to recognize level 1 of BNC-COCA vocabulary, 62.6% students were able to recognize level 2 of BNC-COCA vocabulary, and 62.6% students were able to recognize level 3 of BNC-COCA vocabulary. Therefore, the researcher concluded that most of the second semester students' of English Study Program were able to recognize level 1 of BNC-COCA vocabulary which contains of 23 questions. It is followed by the ability in recognizing level 3 and level 1 of BNC-COCA vocabulary.

### Correlation Analysis

To measure the correlation between students' interest in listening to English songs and their vocabulary mastery, the researcher used SPSS 23.00 Program to

calculate the data. The result of Pearson Product Moment correlation is presented below:

**Table 5. Correlations**

		Students' Interest	Vocabulary Mastery
Students' Interest	Pearson Correlation	1	.414*
	Sig. (2-tailed)		.012
	N	36	36
Vocabulary Mastery	Pearson Correlation	.414*	1
	Sig. (2-tailed)	.012	
	N	36	36

\*. Correlation is significant at the 0.05 level (2-tailed).

The calculation above showed the correlation coefficient of 0.414. As it is shown in table 4.9, the sig (2-tailed) value 0.012 is lower than level of significant ( $\alpha$ ) 0.05 and the correlation coefficient 0.414 is higher than level of significant ( $\alpha$ ) 0.05. It can also be interpreted based on the  $r_{table}$  with  $df = 34$ , the coefficient of  $r_{table}$  is 0.329. Thus,  $r_{xy}$  0.414 is higher than  $r_{table}$  0.329.

To sum up, the researcher concluded that there is a significant correlation between students' interest in listening to English songs and their vocabulary mastery and the correlation is positive since the coefficient 0.414 is positive (+). Referring to the interpretation of correlation analysis by Arikunto (2012), the coefficient 0.414 categorized as moderate category. Therefore, the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted since  $(sig) 0.012 < (\alpha) 0.05$ .

### Determinant Coefficient

This test also called R square ( $R^2$ ) calculation which is aimed to know how much the proportion of variance in the independent variable can be explained by the dependent variable. The result of this computation is shown in the table below:

**Table 6. Determinant Coefficient  
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.414 <sup>a</sup>	.171	.147	10.896

a. Predictors: (Constant), Students' Interest

The table above shows that the determinant coefficient value ( $R^2$ ) is 0.171. It means that the contribution of students' interest in listening to English songs towards the students' vocabulary mastery is about 17% and the rest 83% is caused by other factors.



## DISCUSSION

The results of this research showed that most of the second semester students have high interest in listening to English songs caused by their individual interest or by an already existing dispositional interest (stored knowledge and stored value) (Renninger, 2000). The individual interest contributed 72.8% and the situational interest contributed 72.3% in defining their interest in listening to English songs. These findings seem to support the statement by Alexander et al. (1995) that situational interest can assist the development of individual interest. As quoted from Renninger (2000), firstly it will be a habitual structure of an individual and then they seem to do an actual interest-based activity about listening to English songs. Students who are interested in listening to English songs by their selves will be engaged with the songs intensively. They do it freely without being forced and it may lead them to the acquisition of new things from the songs, for example with the context or the vocabulary on the lyrics. So, the more interest the students in listening to English songs, the more new things they can acquire.

For Aural Vocabulary Knowledge, most of the students have average ability in mastering vocabulary through Aural Vocabulary Knowledge (AVK). The researcher also found that most of them were able to recognize level 1 of BNC-COCA vocabulary (0-2000 frequency range) better than recognizing level three and level two. It means that their ability in mastering AVK is neither very well nor very bad. It might be due to the test modality which directly taps the ability to recognize words from a native speaker of English in the time limitation and reflect the construct of vocabulary in listening comprehension. L2 learners have significant difficulties in recognizing words in speech generally because they lack sufficient levels of exposure to the target language (Goh, 2000). Without sufficient levels of vocabulary fluency, the listener typically encounters difficulty in accurately extracting meaning from spoken language (Field, 2008). Vocabulary fluency is the engagement of the target language in real time. So the students are supposed to apply this knowledge in communicative contexts as this word knowledge cannot be accessed fluently.

In correlating the two variables above, there is a significant correlation between two variables with the coefficient (+) 0.414 which is indicated as moderate correlation. It means that the increasing of the students' interest in listening to English songs will be followed by the increasing of the students' vocabulary mastery. As quoted in Murphey (1992) by listening to English songs, students learn more than new vocabulary, new grammar structures and might improve their ability to pronounce English words more like-native speakers, even without teachers' instruction and guidance. In addition, the contribution of students' interest in listening to English songs towards their vocabulary mastery is about 17% and the rest 83% is caused by other factors.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

In this section, the researcher concluded the results based on the research question of this research. Firstly, it is showed that most of the students have high interest in listening to English songs. Secondly, most of them have average ability in mastering vocabulary through Aural Vocabulary Knowledge (AVK). In referring to the correlation analysis between both variables, the correlation coefficient ( $r$ ) was 0.414 which is indicated as moderate correlation. Further, the contribution of variable students' interest in listening to English songs towards their vocabulary mastery is about 17% and the rest 83% is caused by other factors.

Finally, the researcher concluded that a significant correlation was discovered between interest in listening to English songs and vocabulary mastery of the second semester students of English Study Program FKIP Universitas Riau, and a moderately positive correlation was found between both variables. Thus, it can be said that the interest in listening to English songs will be influenced to the acquisition of vocabulary knowledge because people will listen to the songs repeatedly and then get a deeper understanding of the words on the lyric.

### Recommendation

Based on the conclusion above, the researcher would like to propose some suggestions:

- 1) It is important to create good atmosphere in teaching/learning vocabulary since it may take more time to focus on and engage with the context. So, the researcher recommends English teacher to use English songs as one of the teaching materials and teaching techniques in order to enhance the students' vocabulary knowledge with an enjoyable way,
- 2) Further, the researcher recommends English teacher to choose the English songs wisely. The teacher should be aware that English songs' lyrics are sometimes not in academically words and may lose of grammar,
- 3) The researcher recommends the students to develop their interest in listening to English songs as one of the effective learning strategies to improve their vocabulary mastery. By a repeatedly listening to English songs, the students will be engaged with the songs which can lead them to recognize new skills or knowledge and then get a deeper understanding. Besides, songs do not only help students to enhance their English but also emotional. Even if the students do not understand the meaning of the lyrics, song itself might help them to relax whether in doing something or not,

- 4) The researcher recommends the further researcher to use other variables such correlation between pronunciation, grammar, or listening skill. It is used to know more about the importance of interest in listening to English songs.

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