



The Influence of Students' Habit of Listening to English Songs on Their Pronunciation Ability

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Abstract. The objectives of the research to find out whether there is or not positive and significant influence of students' habit of listening to English songs on their pronunciation ability. The sample of this research was 26 students used purposive sampling. The instrument to take the data was questionnaire and documentation. The technique of analyzing data were descriptive analysis and inferential analysis to answer the statement of the problem and hypothesis. The result of the research showed that the testing r value was lower than r table ($0.185 < 0.388$) and the R square was 0.34. From the computations, it means that H_0 was accepted. Therefore, there was positive and gave no significant influence between students' habit of listening to English songs on their pronunciation ability at of the second semester students of Muhammadiyah University of Purworejo in the academic year oof 2019/2020.

Keywords: Students' Habit of Listening, Pronunciation Ability

1. INTRODUCTION

Language is one of the communication tools used by people in everyday life to communicate with each other. People are God's creators who live in groups in everyday life, and certainly do not escape the name of interaction or communication. Language can be a bridge between people who live in different places and cultures. By using language, people can express their ideas, opinions, emotions and feelings to others. There will be no communication in the world without language.

As a matter of importance to communication, each country has its own national language. There are so many kinds of languages in the world, and English is one of the most commonly used foreign languages in the world. English is one of the languages used as an international language in the world after the era of globalization. As an international language, it is very important to learn English in order to communicate with other people in other countries.

In Indonesia, English is not considered a second language, but English is a foreign language. Indonesian English has been a compulsory subject to be taught from junior high school to university. English is subject to the National Examination for Junior High School and Senior High School, and to the University, English is subject to the Non-English Language Education Program. This proves that it is very important for students to master English.

There are four language skills that students need to learn in English, such as listening, reading, speaking, and writing. In addition, English also has components such as

pronunciation, grammar, vocabulary, etc. All the skills and components are related. So, when learning English, students will learn their skills and their components so that they can communicate well. Pronunciation is a necessary component for English language because mispronouncing the words can make misunderstanding. The correct pronunciation affects to the process of delivering message. It can support the mastery of the four language skill especially listening and speaking.

Talking about learning English, as university students, especially in English Language Education the students will also learn pronunciation. As everybody know that pronunciation is one of the important aspects that will support communication with other people. When words are pronounced well, it will be easier to the other people to understand the meaning, but when words are pronounced incorrectly, it will change the meaning or even there is no meaning. Pronunciation is more than 'listen and repeat,' pronunciation includes language skills (speaking and listening). Speech and listening play an important role in communicating with others. Pronunciation is the nature of the process of listening and speaking by interpreting and producing phonological features. Thus, when people communicate with others, a good pronunciation is needed.

Having strong pronunciation, which implies properly pronouncing the English words, becomes a major obstacle to learning English for students. This is because students do not use English in everyday conversation, and they do not know the language. Their English pronunciation is still affected by their regional dialect, accent, climate, and mother tongue.

The above variations make it very hard for students to pronounce English words. For eg, the word 'liable' is pronounced in English by /laɪəbel/, but Indonesian students can pronounce it as /liaəbl/ because they may only pronounce what is said in their mother tongue, not following the pronunciation of English. But, they're not interested in it. In fact, there is no difference in the Indonesian language between writing the word and pronouncing it. Thus, it might be hard for Indonesian students to learn English.

With certain tools, learning pronunciation can be accomplished. Some of them, from the right sources, get the right pronunciation. One of the sources of grammar is the electronic dictionary. Some of the students are taught to listen to the electronic dictionary to get a good pronunciation, which provides the record of the speaker who correctly pronounced the word. They'll hear correct pronunciation by listening to the native. But they only learn the pronunciation of each word by learning pronunciation via an electronic dictionary.

Besides the electronic dictionary, by listening to English songs that can be conveniently downloaded from the internet, learning pronunciation can be accomplished. Everyone knows about English songs nowadays. It was because of today's growing technology complexity. Almost every student knows English songs well, from elementary to university students. As students listen to music, the thing that is humorous and soothing allows them to minimize their boredom. In addition to the music, it can be used to learn English, since there are lyrics consisting of new words, new utterances and, of course, pronunciation that students need to learn English. While the song not only provides the students with linked sounds per term.

Researchers have taken some previous studies from other researchers in carrying out this analysis. [1] explored the benefits of teaching pronunciation by the use of English songs, while [2] examined the connection between the ability to listen to English songs and pronunciation. This research aims to discover the impact of the listening habits of students on their ability to pronounce English songs in Indonesia. The difference with this research is that in pronouncing English terms, this one looks for the issues faced by university students. Thus, the result of this study is important for the teachers of English to help students improve their pronunciation ability.

2. LITERATURE REVIEW

2.1 Concept of Pronunciation

According to [3], pronunciation refers to how individuals create the sound that they use to make sense of when they speak. This involves a language's basic consonants and vowels (segments), speech elements beyond the level of individual segments, such as stress, timing, rhythm, intonation (suprasegmental) and how the voice is projected.

[4] defines that pronunciation is a term used to explain all aspects of how we use speech sounds to communicate. The way a word or a language is spoken is referred to in pronunciation.

It can be inferred from the above meanings that pronunciation is the way people pronounce a word or phrase that contains the elements when they speak. According to [5] the study of pronunciation consists of two fields, namely:

(1) Phonetics

Phonetics is the science of speech sound and deals with the development by humans of voice sounds.

(2) Phonologics

Phonology is a sound language system concerned with how sounds in a language work in relation to each other.

[6] determines the phonemes are a limited number of sounds used daily (vowels and consonants). According to [5], phonemes are the unit of sound in a word that makes a distinction from another word and its pronunciation, as well as its meaning. The set of phonemes consists of two classes, namely:

(1) Tone of Consonant

The consonant may be either voiced or unvoiced in accordance with [5]. The articulation is effectively the same with /p/ or /b/ id, the only difference is that the latter is voiced and the former is unvoiced. The words fortling (strong) and lenis (weak) are often used as the relative force involved in producing /p/ is greater than that used to produce /b/. Vowel sound

[5] states that vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and the shaped using the tongue and the lips to modify the overall shape of the mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds.

(1) Diphtong

[5] states that a crude definition of a diphtong might be 'a combination of vowel sounds'. A slightly closer analysis shows us that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another.

As the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are intonation and stress.

a) Intonation

Intonation [5] says intonation refers to the manner in which the voice goes up and down in pitch as we talk. It is a basic part of how our own ideas are articulated and it helps us to consider those of others. We are very sensitive to this aspect of language, but more at an unconscious level. Without having to explore the intricacies of what we say or hear, we interpret intonation, grasp it and use it.

(b) Stress

Stress refers to prominence due to increased amplitude, pitch, and length due to a single syllable. The use of speech stress allows us all to have and appreciate meaning in a longer utterance, and it is closely related to intonation.

2.2 The Listening Principle

The four skills are listening, speaking, reading and writing while learning English. Listening is recognized as the essential capacity since people need to be able to communicate to others in language learning to understand what they say in other words. Listening is the basis of communicating and writing.

[7] states that listening is a bridge to learn a language. Having good ability in listening is one of the main skills that has to be mastered by language learners because it tightly relates to the communication process. [8] states that listening can be helpful for students in running successful communication. The students' communicative competence successfully runs together with good listening skill of students.

From the definition above, the researcher concludes that listening is a bridge to help students in successful communication what they hear by knowledge.

[7] notes that a bridge to learning a language is listening. Having strong listening capacity is one of the key qualities that language learners need to master because it is closely linked to the communication process. [8] notes that listening can be useful in effective communication for learners. The communicative competence of the students effectively works along with the students' strong listening skills.

From the above description, the researcher concludes that listening is a bridge that allows students to express what they hear through information successfully.

[9] derives four styles of listening output that are widely known, which are as follows:

(1) Intensive

Listening to the understanding of a broader stream of language components (phonemes, phrases, intonation, discourse markers, etc.).

(2) Reactive

Listening to a relatively short stretch of a language in order to have an equally short answer (greeting, question, command, comprehension review, etc.).

Selective

The listeners focus on scanning for the specific information rather than drawing a global meaning of the genuine aural texts.

(3) Extensive

Extensive listening allows the audience to understand the global message of the aural texts, unlike acute listening.

[7] They differentiate between two broad styles of listening, namely:

1) One – way listening – usually correlated with the transfer of information (transactional listening).

2) Two-way listening-usually related to preserving social relationships (interactional listening).

As quoted from the article written by [10], Tyagi notes that the listening process takes place in five stages of hearing, recognizing, recalling, judging, and reacting.

Hearing is the experience of sound waves; listeners must first hear to listen, but in order to hear, they do not need to listen, understanding involves understanding the

symbols that people have seen and experienced, questioning the significance of the perceived stimuli, recalling means that an individual has not only received and explained a message but also added it to the stockpile of the brain, assessing requires the active listener to weigh facts or sort fact from opinion, and specifying the existence or absence of prejudice in a message, responding requires the recipient to complete the process through verbal or nonverbal input.

2.3 Habit Term

Habit is a behavior routine that is replicated daily and appears to happen subconsciously. According to Covey, something that is not carried out dramatically, but is carried out steadily, repeatedly and constantly, as quoted from the article written by [11] habit. The repetition of daily routine becomes automatic because without thought or regardless of much consciousness, unique reasons. In addition Lally et al as cited in [11] says that habit is the process by which a behaviour, through regular repetition becomes automatic or habitual. The process of habit formation can be slow. The average time for participants to reach the asymptote of automaticity was 66 days with a range of 18-254 days.

Based on the explanation above, it can be concluded that habit is activity which perform repeatedly in a stable circumstance becomes a habitual.

2.4 Concept of Song

Not only in general society but also in education society, Song is a familiar thing and popular in society. As quoted in [12], Shen notes that the song is a blend of music and language that has countless virtues that merit the attention of listeners. In the meantime, [13] describes the song as part of the music you sing with words. It is closely linked to the potential for pronunciation. In the music lyrics, the students know how to pronounce the words by listening to or singing the song. The song is divided into three kinds according to [13]. Art songs, popular songs, and folk songs are all here.

1) Art song

Art songs are songs written for orchestra or string quartet performances that have an author(s) and a composer.

(2) Song of Folk

Folk songs are songs, mostly of secret or public domain origin, that are orally transmitted. Folk songs are frequently transmitted non-orally, especially in the modern age. Folk songs occur in almost all cultures.

(3) Customary lyrics

Current common songs are typically broadcast as recordings and are played on the radio via all other mass media relevant to audio capabilities. For short, pop songs may be called pop songs, whereas pop songs or pop music may instead be considered a more commercially popular form of popular music as a whole.

2.5 Related research

In conducting this research, researcher took some previous studies from other researcher as comparison of this study. The first study was done by [14]. Her study was aimed to know correlation between habit of listening to English song and pronunciation mastery toward the speaking ability of the students. She used

quantitative design with a correlational method, she was collect the data by using questionnaire and speaking test. The result of her research showed that the correlation coefficient (r) between students' pronunciation, habit of listening to English song simultaneously and speaking ability is 0.918. The significance sig. Is 0.000. It is lower than $\alpha=0.05$. Therefore, there was a significant correlation between students' pronunciation and habit of listening to English song simultaneously and the speaking ability, it was positive and very strong since the coefficient of correlation is 0.918. The similiarity in that research and this research is quantitative research that uses questionnaire in collecting the data. The differences of that research and this research are about the analysis of the study. In that research, the researcher found whether students' habit of listening to English songs can improve their English vocabulary as well as pronouncing the word in English, and by listening to English songs, can practice the word found in the songs in speaking in the classroom. In this research, the researcher just focused on students' habit of listening to English song ang their pronunciation ability.

The second study was done by [15]. The aimed of his research was improve pronunciation the students by English songs. In this research, the researcher analyzed whether using songs as media in teaching English pronunciation can improve pronunciation ability of the students or not. The population of this study was the tenth grade students of SMK Cyber Media Jakarta. The instrument of this study gave the students pre-test and post-test to got the data about the score of teaching learning process by using songs. The similiarity in that research and this research was the variable of the research about English songs and pronunciation ability. Besides, there are some differences between of them, that is the population, sample and the instrument of the research.

The third study was done by [16]. This research aimed to know correlation between habit in listening English songs and students' pronunciation ability. The result of her research there was positive correlation between habit in listening English songs and pronunciation, it showed from the index of value $r = 0,780$. It means a criterion of value r is high positive correlation.

3. METHOD

This research was descriptive quantitative. In this study, the researcher described the influence of students' habit of listening to English songs on their pronunciation ability at the second semester students of Muhammadiyah University of Purworejo in the academic year of 2019/2020. The population of this research was the second semester students of English Language Education of Muhammadiyah University of Purworejo in the academic year of 2019/2020 which consists of two classes. The population is 56 students. There are two variables of this research. The independent variable was the students' habit of listening of English songs and the dependent variable was students' pronunciation ability. This research used purposive sampling. This sample involved 26 students. In doing research, the researcher used three activities to collect data. The first was preparing the instrument, the researcher prepared the research instrument to collect the data and to analyze them; Giving questionnaire: the questionnaire consists of 25 statements was done to measure the students' habit of listening to English songs, the second was asking to the expert, the third was distributing the

questionnaire, the fourth asking students' pronunciation score from the lecturer. To analyze the data, the researcher used descriptive and inferential analysis.

4. FINDINGS AND DISCUSSION

The result of students' habit of listening to English songs and pronunciation ability can be categorized as the following table:

Table 1. The result of students' habit listening to English songs

Value	Grade	Level of Achievement	Frequency	Presentage
80-100	A	Excellent	4	15%
66-79	B	Good	14	54%
56-65	C	Sufficient	6	24%
40-55	D	Fairly sufficient	2	7%
<39	E	Low	0	0%

Based on the table above, it can be concluded that from 26 students, 15% is excellent, 54% is good, 24% is sufficient, 7% is fairly sufficient, and there is no student belong to low.

Table 2. The result of students' pronunciation ability

Value	Grade	Level of Achievement	Frequency	Presentage
80-100	A	Excellent	4	15%
66-79	B	Good	20	77%
56-65	C	Sufficient	2	8%
40-55	D	Fairly sufficient	0	0%
<39	E	Low	0	0%

On the basis of the above table, it can be concluded that of 26 students, 15 per cent is excellent, 77 per cent is good, 8 per cent is sufficient, and no student is fairly sufficient and low.

a. Descriptive analysis of

The result of the descriptive analysis of the calculation of the SPSS can be seen as the following table:

Table 3. The Result of Descriptive Analysis by SPSS 25

		Statistics	
		Questionnaire	Pronunciation
N	Valid	26	26
	Missing	0	0
Mean		68,04	71,42
Median		69,00	71,00
Mode		71	67
Std. Deviation		10,002	5,981
Variance		100,038	35,774
Range		41	24
Minimum		44	60
Maximum		85	84
Sum		1769	1857

The highest score of students' habit of listening to English songs is 85 from the descriptive study above, and the highest score of students' ability to pronounce is 84. The lowest score for students listening to English songs is 44 and the lowest score for the ability of students to pronounce is 60. The median score of the habits of students listening to English songs is 69 and the ability of students to pronounce is 71. The students' habit of listening to English songs is 71 in the mode score and the ability of the students to pronounce is 67. The total score of the students' habit of listening to English songs is 1769 from the computational result, and the pronunciation skill of the students is 1857. The mean of the students' habit of listening to English songs is 68.04 based on the overall score and its total number of samples, and the mean of the pronunciation potential of the students is 71.42. Finally, the standard deviation for the students' habit listening to English songs is 10.002 and the standard deviation for students' pronunciation ability ability is 5.981.

a. Inferential Analysis

Table 4. The Result of Coefficient Correlation by SPSS 25
Correlations

		questionnaire	Pronunciation
Spearman's rho	Questionnaire	Correlation	1,000
		Coefficient	
		Sig. (1-tailed)	,334
	Pronunciation	N	26
		Correlation	,185
		Coefficient	1,000
	Sig. (1-tailed)	,334	
	N	26	

Based on the above table, the value of the Spearman Rank correlation is 0.185. It is very low, according to [17]. The value of the table r for 26 samples at a significant

level of 5 percent is 0.388. Based on the calculation of the table, the value of r is 0.185 and is lower than the value of r table ($0.185 < 0.388$), which means that the alternative hypothesis (H_a) is rejected and (H_o) is accepted. It can be said that there is no significant correlation between the students' habit of listening to English songs and their ability to pronounce.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,185 ^a	,034	-,006	5,999

a. Predictors: (Constant), questionnaire

From the table above, the value of the correlation (R) is 0,185. Output (R Square) of 0.34, which implies that the influence of the listening habit of English songs on student pronunciation skills is very small, is only 3.4% and the remainder is 97% influenced by other factors.

Table 6. Anova

Model	ANOVA ^a				
	Sum of Squares	Df	Mean Square	F	Sig.
Regression		30,586	1	30,586	,850
Residual		863,760	24	35,990	
Total		894,346	25		

a. Dependent Variable: pronunciation

b. Predictors: (Constant), questionnaire

Table 6 shows the coefficient determination test result. The test found the F-value 30.586 with sig. = 0.850. as the sig. Value > 0.05 H_o is accepted. It meant the listening habit to English songs had no significant influence on pronunciation ability.

Table 7. The Coefficient of Regression

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	63,899	8,246		7,749	,000
Questionnaire	,111	,120	,185	,922	,366

a. Dependent Variable: pronunciation

Table 7 shows the linear regression test. The t-value was 0.922 with sig based on the test result. = 0.366 of them. Just like the sig. Value > 0.05 so that H_o was accepted. It meant that students' habit of listening to English songs did not have a positive influence on their ability to pronounce. In other words, students' habit of listening to English songs could not significantly predict students' ability to speak.

5. CONCLUSION

According to the coefficient of correlation, the significance value of the r value lower than the r table ($0.185 < 0.388$) means that there is no significant correlation between the student's habit of listening to English songs and their ability to pronounce. The result of the R square showed that the student's habit of listening to English songs has a very small influence on the student's ability to pronounce, is only 3.4% and the remainder is 97% influenced by other factors.

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