

**THE CORRELATION BETWEEN HABIT IN LISTENING
ENGLISH SONG AND STUDENT'S PRONUNCIATION
ABILITY AT ELEVENTH GRADE OF SENIOR HIGH
SCHOOL 2 JAMBI**

A Thesis

**Submitted as a Partial Fulfilment of the Requirements for Degree
of Sarjana Pendidikan in English Education**



**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATIONAL
UNIVERSITY OF BATANGHARI
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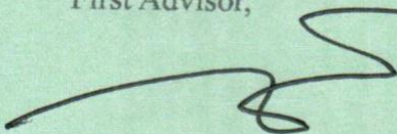
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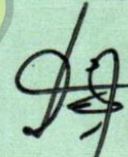
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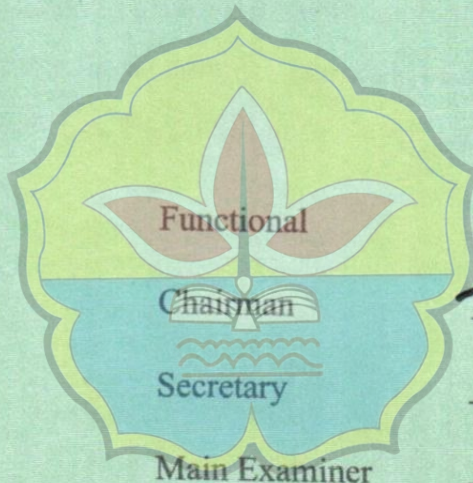
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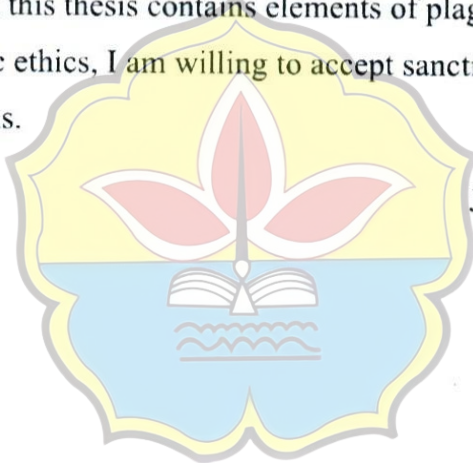
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Thesis entitled “The Correlation Between Habit in Listening English Song and Student’s Pronunciation Ability at Eleventh Grade of Senior High School 2 Jambi”. Is my own work and is not the result of plagiarism from the work of others. The sources of information used in this thesis have been mentioned and listed in accordance with applicable regulations. If in the future it is proven that this thesis contains elements of plagiarism or is not in accordance with academic ethics, I am willing to accept sanctions in accordance with applicable regulations.



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MOTTO

Whoever travels a path seeking knowledge, God will make a path for him to
paradise.

(Hadith by Muslim)

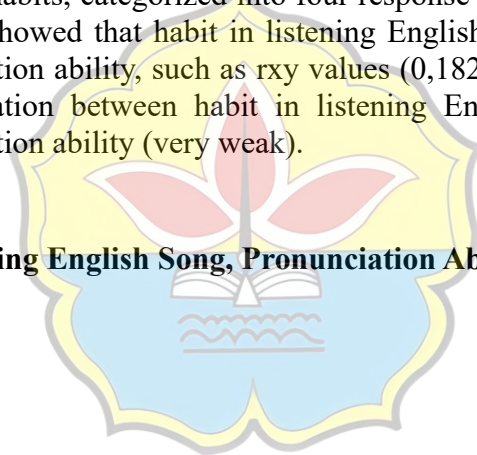


ABSTRACT

Rafiqi M. (2025). The Correlation Between Habit in Listening English Song and Student's Pronunciation Ability at Eleventh Grade of Senior High School 2 Jambi. Thesis. English Education Program. Faculty of Teacher Training and Education. University of Batanghari Jambi. First Advisor: Dr. Suyadi S.Pd M.A. Second Advisor: Kartika Dewi, M.Pd.

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 r_{xy} 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



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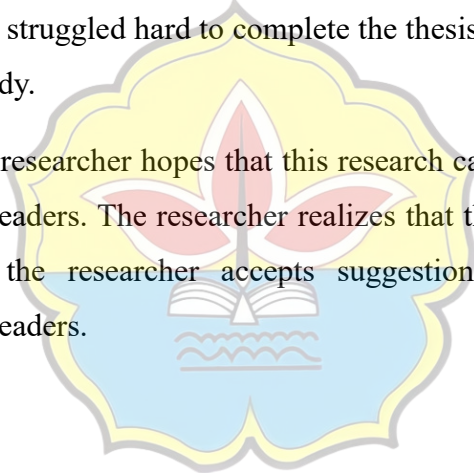
Alhamdulillahirabbil'alamin. First of all, the researcher expresses his deepest gratitude to God Almighty - Allah SWT, who has given grace, strength, health, inspiration, opportunity, and patience in completing the writing of this thesis, and does not forget the sholawat and greetings to the Prophet Muhammad SAW. This thesis is entitled "The Correlation Between Habit in Listening English Song and Student's Pronunciation Ability at Eleventh Grade of Senior High School 2 Jambi ". This thesis is prepared to fulfill some of the requirements for obtaining an undergraduate degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University.

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1. Dr. Suyadi, S.Pd., M.A. and Kartika Dewi, M.Pd who have provided guidance, time, input, and expertise so that researchers can complete the writing of this thesis.
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Finally, the researcher hopes that this research can be useful and can add insight to the readers. The researcher realizes that this thesis is still not perfect, therefore the researcher accepts suggestions and constructive criticism from the readers.



Jambi, Februari 2025

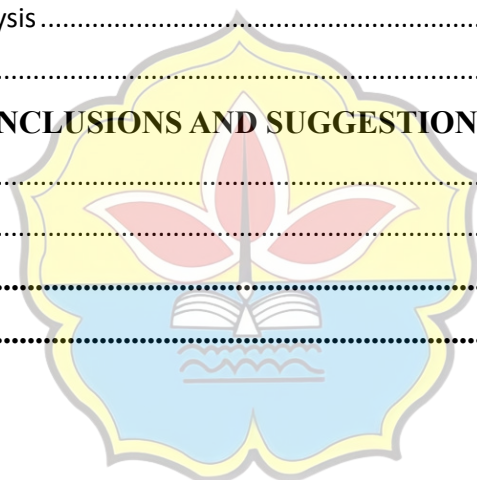
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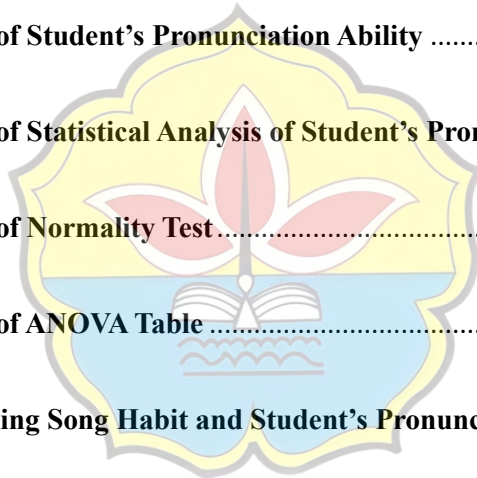
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

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 Griffe (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.

1.2 Identification of the Problem

It has determined from the preliminary research mentioned above that the study's focus was on correlation between habit in listening English song and student's pronunciation ability to improve speaking skill The problem are listed as follows:

1. Students usually have difficulty pronouncing what they hear from English song.
2. Students continue to make errors with commonly used academic words even after mastering their pronunciation.
3. Students typically listen to English songs not with the purpose of comprehending the meaning of the lyrics.

1.3 Limitation of the Problem

In this study, the problem is to improve speaking skill. According to background of the problem, this research focused on students usually have difficulty pronouncing what they hear from English song.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the formula in this research is, "is there any correlation between habit in listening English song and student's pronunciation ability?".

1.5 Purpose of the Research

Based on the formulation of the problem above, the purpose in this research is to find out the correlation between habit in listening English song and student's pronunciation ability.

1.6 significance of the Research

1. Theoretically

The result of the research can be used to enrich the theories regarding the use of correlation technique for the development of speaking skill of students.

2. Practically

The result of the research provides practical information for English teachers that there is a correlation between listening English song and student's pronunciation ability to improve speaking skill, on the other hand, for the learners, the research findings provide a contribution to their language development in the areas of listening and speaking.

3. For Teachers

The research findings inform English teachers that there is a correlation between listening English song and student's pronunciation ability can improve speaking skill. It is true that is a correlation between listening English song and student's pronunciation ability to improve speaking skill is effective.

4. Future Researcher

For future researchers who would possibly have a identical subject matter in broader scope and large samples which can be used as reference, the researcher hope this studies allow you to convey some crucial data or reference in the future.

1.7 Definition of Key Terms

Some terms, such as listening, pronunciation, and speaking, would be defined to put off any doubt inn information the title of the research. To keep away from misunderstanding and to make sure that readers have the identical interpretation of the research, the subsequent terminology is used.

1. Correlation research is attached with establishing relationship among two or more variable inside the equal population or among the equal variable in two population. In which these terms associated with correlation research. Or it can be said that if students have a good listening English songs habit and have a good pronunciation ability may be appropriate a good speaking too.
2. Listening is defined as active method of receiving and responding to spoken (and on occasion unspoken) messages. It is one of the topics studied in the subject of language arts and in the subject of communication analysis. For this research, listening is related to the students that there is a listening English song.
3. Pronunciation is the use of a sound system in speaking and listening. In addition, the way how students speak and listen to English song.

4. Ability is whatever it is that determines the speed and flexibility with which we acquire, and are able to apply, new knowledge and skills.
5. Habit is the gradual acquisition of associations between stimuli and responses, such as learning to make one choice rather than another.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Habit

According to the Cambridge Dictionary, a habit is a repeated action, meaning something done frequently and consistently. In other words, it refers to actions that students regularly engage in, such as listening to music. Various studies define habit as the repetition of actions aimed at achieving personal goals in daily life.

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 nger (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.

Based on the various definitions of habit mentioned above, it can be concluded that a habit is an activity performed frequently, repeatedly, and

consistently. This is also related to what many students have been doing in their daily lives for a long time, such as listening to music, particularly English songs.

2.2 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.

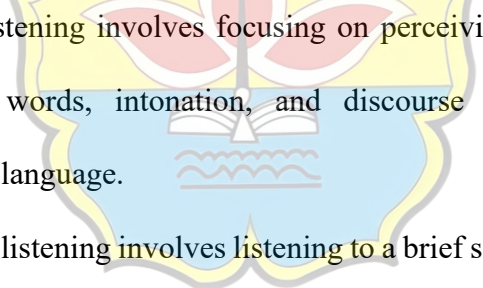
Richards (2008) mentioned that defined listening from one distinct perspective. First, listening as comprehension. Second, listening as acquisition. In keeping with him, listening as comprehension is facilitating an information of spoken discourse. Listening is the process when listener hear the spoken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

2.3 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.

In addition, Nation (2009) mentioned there are two types of listening they are:

- a. One way listening: it is commonly related to the switch of information (transactional listening).
- b. Two way listening: it is commonly retaining social relationship (interactional listening).

To understand the way the learner pay attention, it is the nice way to understand first about the level of listening. Burley-Allen (1995) divided listening into three levels, as follows:

- a. Level 1: emphatic listening, the goal for this level is listener display both verbally and non-verbally that she or he is definitely listening. It calls for listener to listen from the heart that cause an information, worrying, and empathy.
- b. Level 2: hearing words, but not absolutely listening. In this level, listener generally tend to listen what is being stated, however much less apprehend about meaning. It is because they make a touch efforts to recognize the meaning. It is able to lead to misunderstanding.
- c. Level 3: listening in spurts, this level of listening make the listener no longer inclined to hear the speaker say. They have a tendency to stay quiet and not responding to the speaker.

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.

2.4 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.

2.5 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 it, 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).

c. 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 tongues are used to provide those sounds in numerous mouth places (Fraser, 2001).

d. 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.

e. Accent

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

f. Flow

Flow in pronunciation refers to how a person speaks with the right pauses to deliver their message extra efficiently. When a person speaks 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 pause again after they see a comma or point in the next few phrases.

g. 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.

2.6 Previous Study

To show the originality of the research, the research uses three studies that are relevant to the researcher as previous study.

The first research was done by Meutia (2013) with the titled: “The Correlation Between Habit in Listening English Song, Vocabulary Master, and Listening Skill of The Tenth Grade Student of SMAN 3 Surakarta”. The study concentrated on students' behaviors regarding listening to English songs, their mastery of vocabulary, and their listening skills. The researcher selected a sample of 60 students through total sampling. Data collection involved using a questionnaire to assess students' habits in listening to English songs and their vocabulary proficiency, as well as a listening test to evaluate their listening skills. The findings indicate a positive correlation between students' habits in listening to English songs, their vocabulary mastery, and their listening skills.

Second research was done by Irfandi (2012) with the titled: “The Correlation Between Students’ Learning Habit and Their Listening Achievement by First Year of State Islamic Senior High School Sungai Pakning Bengkalis, Riau, Indonesia”. His study centered on the learning habits of students and their listening achievements. A sample of 50 students was selected for this research. Data collection involved utilizing a questionnaire to explore students' learning habits and conducting tests to assess their listening achievements. The researcher determined that there is a notable correlation among students' listening achievements. Commonalities between this study and prior research lie in the dependent variable,

which is listening achievement, and the student demographic, namely senior high school students, while disparities exist in the independent variable.

And the last was done by Siskova (2008), In an article titled "Teaching Listening Through Music," she expresses his contentment with employing songs in teaching listening. The study was conducted at an elementary school in Kromeriz, Czech Republic, focusing on utilizing popular songs for English instruction. Her interest in this topic stems from both personal experience and an observed trend in the school where students are inclined towards listening to English songs. The researcher's conclusion highlights the considerable impact of using English songs in teaching listening skills.

This research has similarities and differences with those previous study above. Most of previous study using quantitative method and correlational design, which similar with this research. The difference is the previous study have different variable.

2.7 Conceptual Framework

When conducting this study, it's crucial to clearly define the variables employed. This research consists of two variables; those are independent variable (X) and dependent variable (Y). Variable X refers to habit in listening English song, and variable Y refers to student's pronunciation ability to improve speaking.

1. Variable X (Student's habit in listening English song)

habit is a repeated action, meaning something done frequently and consistently.

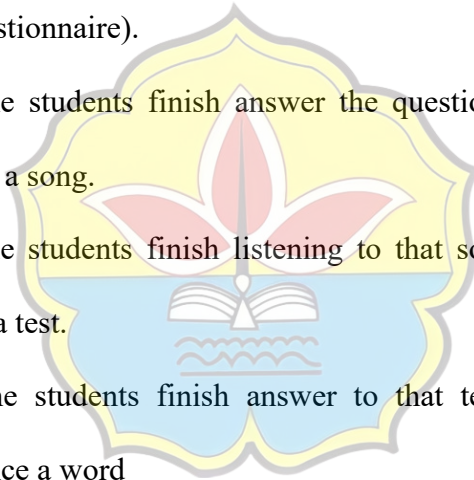
2. Variable Y (Student's pronunciation ability to improve speaking)

The researcher took some of the indicator of student's pronunciation ability to improve speaking such as:

- a. Pronounce the lyrics
- b. Repeat the lyrics
- c. Recognize the topic of the song

These are the following steps of the conceptual framework:

1. The researcher gives the students a questionnaire (each student only has one questionnaire).
2. After the students finish answer the questionnaire, the students will listen to a song.
3. After the students finish listening to that song, the students have to answer a test.
4. After the students finish answer to that test, the students have to pronounce a word



2.8 Research Hypothesis

This statement is always presented as a sentence and pertains broadly and specifically to the relationship between one variable and another.

H_0 : There is no correlation between habit in listening English song and student's pronunciation ability to improve speaking.

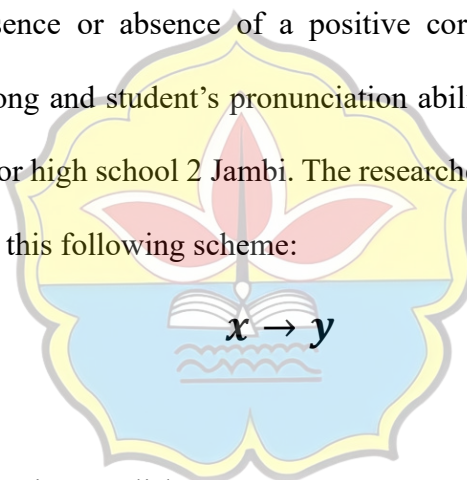
H_1 : There is correlation between habit in listening English song and student's pronunciation ability to improve speaking.

CHAPTER III

RESEACH METHODOLOGY

3.1 Research 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:



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.

3.2 Population and Samples

3.2.1 Population

The population encompasses the complete research subject. When someone intends to investigate all elements within the research area, the study is referred to as a population study, census study, or population survey (Sabar, 2007). The population includes not only individuals but also entities and other natural phenomena. It primarily concerns the comprehensive attributes of the subject or object itself rather than solely the quantity of the subject or item studied.

Table 1
POPULATION IN HIGH SCHOOL 02 JAMBI

Classes	Total of The Students
XI.F1	36
XI.F2	36
XI.F3	36
XI.F4	36
XI.F5	36
XI.F6	36
XI.F7	36
XI.F8	36
XI.F9	36
XI.F10	36
XI.F11	36
XI.F12	36
XI.F13	36
Total	468

3.2.2 Samples

The sample, subset of the population under examination is capable of accurately representing the entire population (Sabar, 2007). In this study, the researcher employs simple random sampling to select the samples. Simple random sampling ensures that every member of the population has an equal chance of being chosen. The researcher implements this method by utilizing lottery numbers, as it requires having a pre-existing list of the population.

Table 2
SAMPLE IN SENIOR HIGH SCHOOL JAMBI

Classes	Number of Students
XI.F11	36

3.3 Research Instrument

The research utilized documentation of students' pronunciation scores along with a questionnaire and a test as its instruments. The documentation of students' pronunciation score was collected from the teacher. The class itself was attended by 32 students.

A questionnaire, serving as a means to gather and document details on specific topics, is employed to gather data on respondents' engagement in listening to songs and their proficiency in pronunciation. The questionnaire comprised 15 questions pertaining to students' English song listening habits, categorized into four response options: 1 = Never, 2 = Rarely, 3 = Usually, 4 = Always.

A test, the students would be answers a test from the researcher, the first test is the students will listen to song, after the students listen to the song the researcher

will give them a test and the students have to fill the blank of the lyrics after that, students have to pronounce the word.

3.4 Technique of Collecting Data

This study utilized a questionnaire to examine the listening habits regarding songs. Data collection targeted from class XI.F11 that has 32 students. Each student received a questionnaire, serving as the primary data source for the research.

3.5 Technique of Data Analysis

Once the data is gathered, the analysis begins by examining the correlation between two variables. The following are the steps:

3.5.1 Normality Test

The aim of assessing normality is to determine if the data follows a normal distribution. The hypothesis for the normality test was:

$H_0: T_{count} < T_{table}$, the data were normally distributed

$H_1: T_{count} > T_{table}$, the data were not normally distributed

If the data followed a normal distribution, the Pearson Product Moment formula could be employed to ascertain the correlation between two variables.

3.5.2 Linearity Test

The objective was examined to determine if the regression of the relationship between two variables is linear. The hypotheses for the linearity test were:

$H_0: F_{count} < F_{table}$, the relationship had regression coefficient or significant

$H_1: F_{count} > F_{table}$, the relationship had not regression coefficient or significant

F distribution taken from df numerator – 1 and df denominator – (n-2), and

$H_0: F_{count} < F_{table}$, the relationship was linear regression

$H_1: F_{count} > F_{table}$, the relationship was not linear regression

F distribution taken from df numerator = (f-2) and df denominator = (n-f).

3.5.3 Correlation Coefficient

The technique utilized to examine the connection between two continuous variables is known as the correlation coefficient. Essentially, the correlation coefficient evaluates whether a high value on one variable corresponds to a high value on the other. To determine the correlation coefficient (r_{xy}) between the habit of listening to music and students' pronunciation ability, the Product Moment correlation formula by Pearson was employed, given the normal distribution of the data. This process involved two steps: calculating the Product Moment correlation and the coefficient of determination. The initial method utilized was the Product Moment correlation. The equation for Pearson's Product Moment in a parametric approach is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Noted:

R = The correlation coefficient

N = The number of respondents

X = The habit in listening English song scores

Y = The pronunciations scores

$\sum XY$ = The sum of habit in listening English song scores multiplied by pronunciations test score

$\sum X$ = The sum of habit in listening English song scores

$\sum Y$ = The sum of pronunciation test scores

$\sum X^2$ = The sum of squared of habit in listening English song scores

$\sum Y^2$ = The sum of squared of pronunciation test scores

Then, to interpret the score of R_{xy} correlation, using the interpretation table below

Table 3
THE SCORE OF DEPENDEN AND INDEPENDEN VARIABLES

The Score of Product Moment (r_{xy})	Interpretation
0.00 – 0.20	There is very weak correlation between the variables or can be told there is no correlation between the variables
0.21 – 0.40	There is weak correlation between the variables
0.41 – 0.70	There is medium correlation between the variables
0.71 – 0.90	There Is strong correlation between the variables
0.91 – 1.00	There is very strong correlation between the variables

Source: Ibid., p. 118

Following the computation of the correlation coefficient, the subsequent approach involved determining the coefficient (R). This coefficient assesses the extent to which the independent variable (x) influences the dependent variable (y) by squaring the correlation coefficient and multiplying it by 100%. It can be obtained using the following formula:

$$R = r^2 \times 100\%$$

Noted: xy

R = value of determinant coefficient

r^2 = value of squared correlation coefficient

3.5.4 Hypothesis Testing and Drawing Conclusion

Upon analyzing the data, the process of interpreting the study or testing hypotheses and drawing conclusions commenced. To interpret this study, the r_{xy} score needs to be compared to the correlation coefficient obtained from the Product Moment table or r-table (r_t) at significance levels of 5% and 1%. To determine the r_t score, the degrees of freedom (df) must be identified and calculated using the following formula:

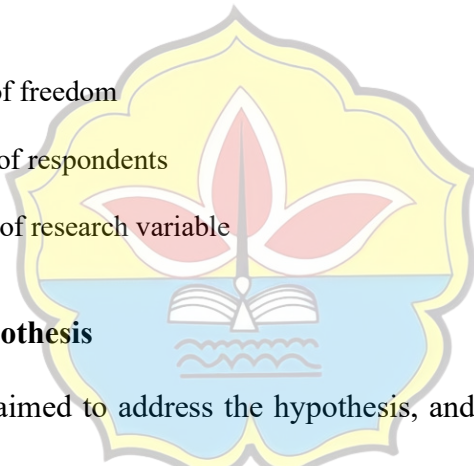
$$df = N - nr$$

Noted:

df = degree of freedom

N = number of respondents

nr = number of research variable



3.6 Statistical Hypothesis

This study aimed to address the hypothesis, and the statistical hypotheses within this study are represented as follows:

$H_0 : p = 0$ or if $r_{xy} < r_t$, H_0 is accepted, and H_a is rejected. It means that there is no significant correlation between habit in listening English song and student's pronunciation ability.

$H_a : p \neq 0$ or if $r_{xy} > r_t$, H_a is accepted, and H_0 is rejected. It means that there is a significant correlation between habit in listening English song and student's pronunciation ability.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

This research was performed at the eleventh Grade Students in Senior High School Number 02 Jambi. By the decision of vice principal of curriculum and English teacher of eleventh grade students, the researcher choose XI F11 as an experimental class.

The test started in August 27th 2024, the treatments started from August 27th until August 28th, the research contained only two meeting in total. There are two 2 steps of this research, the first one are questionnaire and test listening, and the last one is test of pronunciation. The data was described as follows:

4.1.1 Habit in listening English song

After conducting the research, the researcher delivered the questionnaire to students each student only answered one questionnaire. The questionnaire, serving as a means to gather and document details on specific topics, is employed to gather data on respondents' engagement in listening to songs and their proficiency in pronunciation. The questionnaire comprised 15 questions pertaining to students' English song listening habits, categorized into four response options: 1 = Never, 2 = Rarely, 3 = Usually, 4 = Always. The data were presented below:

Table 4
THE RESULT OF ENGLISH LISTENING SONG HABIT

NO	Respondent	Score	NO	Respondent	Score
1	Student 1	33	17	Student 17	24
2	Student 2	42	18	Student 18	38
3	Student 3	38	19	Student 19	49
4	Student 4	31	20	Student 20	42
5	Student 5	46	21	Student 21	38
6	Student 6	28	22	Student 22	40
7	Student 7	33	23	Student 23	41
8	Student 8	39	24	Student 24	41
9	Student 9	33	25	Student 25	46
10	Student 10	52	26	Student 26	45
11	Student 11	53	27	Student 27	45
12	Student 12	50	28	Student 28	37
13	Student 13	39	29	Student 29	47
14	Student 14	37	30	Student 30	43
15	Student 15	58	31	Student 31	41
16	Student 16	44	32	Student 32	43

Based on the scores that collected above, there are minimum and maximum of the score, student 15 have maximum score of the other students it has 58 score and student 17 have minimum score of the other students it has 24 score, to show the data the researcher needed to know the statistical score of the data including the mean, media, maximum score, and minimum score. To find out those statistical

scores of the data above, using SPSS version 25.0., the description of the finding were presented below:

Table 5
THE RESULT OF STATISTICAL ANALYSIS OF ENGLISH LISTENING SONG HABIT

			Statistic	Std. Error
Listening Habit	Mean		41.13	1.291
	95% Confidence Interval for Mean	Lower Bound	38.49	
		Upper Bound	43.76	
	5% Trimmed Mean		41.16	
	Median		41.00	
	Variance		53.339	
	Std. Deviation		7.303	
	Minimum		24	
	Maximum		58	
	Range		34	
	Interquartile Range		9	
	Skewness		-0.057	0.414
	Kurtosis		0.375	0.809

Based on the calculation of SPSS version 25.0., the mean or average score of habit in listening English song was 41.13 the mean can be said to be a representative of a data set, determining the mean can be done by adding up all the data values, then dividing by number of the data, with the score of 41.13 the mean is far from 50 so the researcher can concluded that the score is low. The median score of habit in listening English song was 41 the median or quartile is the middle value of a set of data after sorting it from the smallest data to the largest data either way, if the data has a median, then the median is single. The highest score of habit in listening English song was 58 and lowest score was 24.

4.1.2 Student's Pronunciation Ability

After conducting the research, the student's score of student's pronunciation ability, in this pronunciation ability the students have to pronounce a word and the researcher has to record the student's pronunciation, the data were presented in the google drive (see appendix 2), The link contains voice recordings of students taking the pronunciation test, of which there were 32 students taking the pronunciation test, and the link consists of 6 files. Each of the students have to pronounce 1 word of the lyrics that the researcher give, the lyrics that the researcher give to the students is from a song with the title *La la lost you – Niki*.

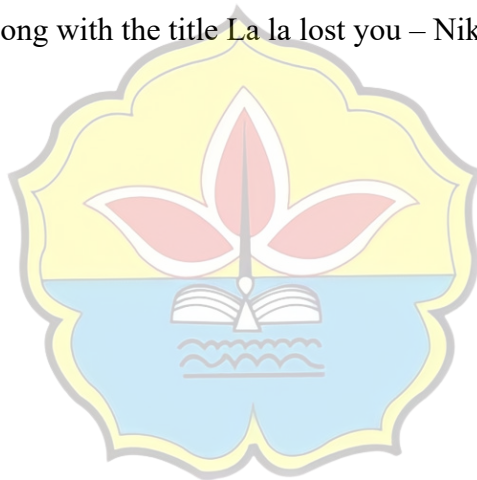


Table 6
THE RESULT OF STUDENT'S PRONUNCIATION ABILITY

NO	Respondent	Score	NO	Respondent	Score
1	Student 1	75	17	Student 17	50
2	Student 2	80	18	Student 18	50
3	Student 3	80	19	Student 19	80
4	Student 4	80	20	Student 20	80
5	Student 5	80	21	Student 21	50
6	Student 6	50	22	Student 22	80
7	Student 7	80	23	Student 23	50
8	Student 8	75	24	Student 24	50
9	Student 9	60	25	Student 25	60
10	Student 10	75	26	Student 26	80
11	Student 11	80	27	Student 27	80
12	Student 12	75	28	Student 28	80
13	Student 13	50	29	Student 29	80
14	Student 14	80	30	Student 30	50
15	Student 15	50	31	Student 31	80
16	Student 16	80	32	Student 32	50

Based on the scores that collected above, there are minimum and maximum of the score, there are some students that have maximum score of the other students it has 80 score and there are some students that have minimum score of the other students it has 50 score, to show the data the researcher needed to know the statistical score of the data including the mean, media, maximum score, and minimum score. To

find out those statistical scores of the data above, using SPSS version 25.0., the description of the finding were presented below:

Table 7
THE RESULT OF STATISTICAL ANALYSIS OF STUDENT'S PRONUNCIATION ABILITY

			Statistic	Std. Error
Pronunciation	Mean		68.75	2.428
	95% Confidence Interval for Mean	Lower Bound	63.80	
		Upper Bound	73.70	
	5% Trimmed Mean		69.17	
	Median		77.50	
	Variance		188.710	
	Std. Deviation		13.737	
	Minimum		50	
	Maximum		80	
	Range		30	
	Interquartile Range		30	
	Skewness		-0.577	0.414
	Kurtosis		-1.653	0.809

Based on the calculation of SPSS, the mean or average score of pronunciation ability was 68.75 the mean can be said to be a representative of a data set, determining the mean can be done by adding up all the data values, then dividing by number of the data, with the score of 68.75 the mean is above from 50 so the researcher can conclude that the score is good. The median score of habit in listening English song was 77.50 the median or quartile is the middle value of a set of data after sorting it from the smallest data to the largest data either way, if the data has a median, then the median is single. The highest score of habit in listening English song was 80 and lowest score was 50.

4.1.3 Data Analysis

To find out the correlation between habit in listening English song and student's pronunciation ability, using product moment correlational formula by Pearson. The steps were:

a) Test of Normality

The normality test analysis using SPSS version 25.0. The result of the analysis was presented in the following table:

Table 8
THE RESULT OF NORMALITY TEST

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Listening Habit	.099	32	.200*	.990	32	.991
Pronunciation	.300	32	.000	.691	32	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results presented, the T count was compared to the T table. The T counts recorded were 0.200 and 0.000, while the T table value at a significance level of 0.05 was 0.242. Both of the T counts were lower than the T table value of 0.242. Therefore H_0 was accepted, the data were normally distributed. Since the data were normally distributed, the product moment formula by Pearson can be used to find the correlation between two variables.

b) Test of Linearity

The test of linearity analysis also using SPSS version 25.0 the result of analyzing the linearity of the tests is presented in ANOVA table as follows:

Table 9
THE RESULT OF ANOVA TABLE

			Sum of Squares	df	Mean Square	F	Sig.
Pronunciation * Listening habit	Between Groups	(Combined)	3920.833	19	206.360	1.284	.335
		Linearity	193.060	1	193.060	1.201	.295
		Deviation from Linearity	3727.773	18	207.099	1.288	.333
	Within Groups		1929.167	12	160.764		
	Total		5850.000	31			

Based on the result above, $F_{count} = 0.333$ and $F_{table} = 0.05$ with df numerator =18 and df denominator =10, in which relationship was linear because $F_{count} < F_{table}$ or $0.333 < 0.05$. overall, the data revealed the habit in listening English song and student's pronunciation ability have a linear regression.

c) Coefficient Correlation by Product Moment Correlational formula (r_{xy}).

The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Before doing the calculation, the data were presented such as below:

Table 10
THE LISTENING SONG HABIT AND STUDENT'S PRONUNCIATION
ABILITY TABLE

N	X	Y	X ²	Y ²	XY	N	X	Y	X ²	Y ²	XY
1	33	75	1089	5625	2475	17	24	50	576	2500	1200
2	42	80	1764	6400	3360	18	38	50	1444	2500	1900
3	38	80	1444	6400	3040	19	49	80	2401	6400	3920
4	31	80	961	6400	2480	20	42	80	1764	6400	3360
5	46	80	2116	6400	3680	21	38	50	1444	2500	1900
6	28	50	784	2500	1400	22	40	80	1600	6400	3200
7	33	80	1089	6400	2640	23	41	50	1681	2500	2050
8	39	75	1521	5625	2925	24	41	50	1681	2500	2050
9	33	60	1089	3600	1980	25	46	60	2116	3600	2760
10	52	75	2704	5625	3900	26	45	80	2025	6400	3600
11	53	80	2809	6400	4240	27	45	80	2025	6400	3600
12	50	75	2500	5625	3750	28	37	80	1369	6400	2960
13	39	50	1521	2500	1950	29	47	80	2209	6400	3760
14	37	80	1369	6400	2960	30	43	50	1849	2500	2150
15	58	50	3364	2500	2900	31	41	80	1681	6400	3280
16	44	80	1936	6400	3520	32	43	50	1849	2500	2150
SUM	X		Y		X ²		Y ²		XY		
	1316		2200		55774		157100		91040		

After finding the values above, they were distributed into the formula and calculated as the following:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{[(32)(91040)] - [(1316)(2200)]}{\sqrt{[(32)(55774) - (1316)^2][(32)(157100) - (2200)^2]}}$$

$$r_{xy} = \frac{2913280 - 2895200}{\sqrt{[1784768 - 1731856][5027200 - 4840000]}}$$

$$r_{xy} = \frac{18080}{\sqrt{[52912][187200]}}$$

$$r_{xy} = \frac{18080}{\sqrt{[9905126400]}}$$

$$r_{xy} = 0,1816638087$$

$$r_{xy} = 0,182$$

Noted:

$$N = 32$$

$$\sum XY = 91040$$

$$\sum X = 1316$$

$$\sum Y = 2200$$

$$\sum X^2 = 55774$$

$$\sum Y^2 = 157100$$



Based on the calculation above, the result of correlation coefficient is 0,182. To make sure the result of the calculation above, the Pearson product moment in SPSS statistic program version 25.0 was used to know whether the calculation that has been calculated manually correct or not and to make sure that there was no mismatching calculation between score that counted.

Table 11
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

The results of those calculations, manual calculation and using SPSS statistics program version 25.0 were equal, in which the value of r_{xy} for listening habit and pronunciation ability was 0.182. it means that there was no mismatch in the process of calculating the data by calculating manually or using the SPSS statistics program version 25.0.

The contribution of the independent variable (x), habit in listening English song, towards the dependent variable (y), pronunciation ability, is investigated through the determination coefficient (R). The result of R was:

$$R = r^2 \times 100\%$$

$$R = 0.182^2 \times 100\%$$

$$R = 0,033124 \times 100\%$$

$$R = 3.32\%$$

Based on the result of determination coefficient, the student's habit in listening English song to student's pronunciation ability up to 3.32%.

d) Hypothesis Testing

After the score r_{xy} obtained, it was start to compared with the correlation coefficient from product moment table or r table (r_t). To found r_t the degrees of freedom (df) must be determined with formula, as follows:

$$df = N - nr$$

$$df = 32 - 2$$

$$df = 30$$

Noted:

$$N = 32$$

$$nr = 2$$

Based on the table, the r_t in the level of 5% and 1% with df 30 were:

$$r_t \text{ at significance level of 5\%} = 0.349$$

$$r_t \text{ at significance level of 1\%} = 0.449$$

This study was to answer the following hypothesis:

- Hypothesis null (H_0): there is no relationship between habit in listening English song and student's pronunciation ability
- Hypothesis alternative (H_a): there is relationship between habit in listening English song and student's pronunciation ability

And the statistical hypothesis as follows:

H_0 : $p = 0$ or if $r_{xy} < r_t$, H_0 is accepted, H_a is rejected.

H_a : $p \neq 0$ or if $r_{xy} > r_t$, H_a is accepted, H_0 is rejected.

Based on the research findings of this study, the calculation of r_{xy} was 0.182 and the score of df was 30. Then, the score r_{xy} was compared with the significance level 5% which shows that with the df 30, the r_t score which obtained 0.349. meanwhile, the score r_{xy} also compared with the significance level 1% which shows that with the df 30, the r_t score which is obtained 0.449. therefore, r_{xy} 0.182 < r_t 0.349, which means that the hypothesis null was accepted and the hypothesis alternative was rejected. In conclusion, there was no relationship between habit in listening English song and student's pronunciation ability.

4.2 Discussions

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.

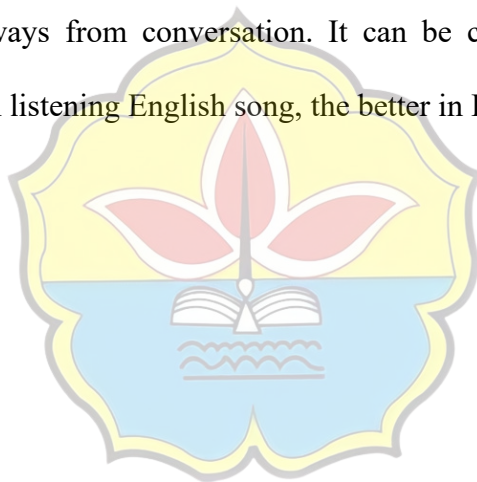
Table 12
THE SCORE OF DEPENDEN AND INDEPENDEN VARIABLES

The Score of Product Moment (r_{xy})	Interpretation
0.00 – 0.20	There is very weak correlation between the variables or can be told there is no correlation between the variables
0.21 – 0.40	There is weak correlation between the variables
0.41 – 0.70	There is medium correlation between the variables
0.71 – 0.90	There Is strong correlation between the variables
0.91 – 1.00	There is very strong correlation between the variables

The scale indicates that there was a relationship but it was very weak or can be told there is no relationship between X variable (habit in listening English song) and Y variable (students' pronunciation ability). Thus, it could be considered that between habit in listening English song and students' pronunciation ability of the eleventh grade of senior high school 2 Jambi had no significant relationship.

In the other way of some previous study has proved that song is could be something beneficial in language acquisition and build the language competence or even improve the language skill, the research result also show that there is a significant relationship between two variables. First, a study written by Meutia

(2013) show that habit in listening English song had a positive correlation with vocabulary master and listening master. Second, a study written by Irfandi (2012) show that Learning Habit had a positive correlation with their listening achievement. It can be concluded that students' who have listening habit in English song can improve the pronunciation ability. He or she should hear the pronunciation clearly and repeat continuously to exercise through reading and vocabulary building. Third, study written by Dian Siskova (2008) show that Teaching Listening Through Music was effective. It can be concluded that teaching listening can trough music and not always from conversation. It can be concluded that the higher students' interest in listening English song, the better in English pronunciation.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Here the conclusion and suggestion are made in light of the findings and discussion from chapter IV. 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.

5.2 Suggestions

Based on the conclusion above, the researcher has some suggestions proposed as follow:

- Teachers

Teachers can use English songs as teaching resources, particularly for pronunciation, as listening to English songs give positive correlation and improves students' pronunciation of the language.

- Students

The researcher suggest that students may use English songs as a medium for honing their pronunciation of the language. This will help the students develop the habit of listening to English songs.

- The future researcher

According to the result study, it is suggested to next researchers to find the effective way of exploiting English song in improving student's pronunciation ability. Hopefully this suggestion can be beneficial for the next researcher Future researchers can figure out the next research about how to use English songs effectively to help students improve their pronunciation skill. The researcher hope the next researchers will use this benefit suggestion and make their research more benefit.

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Appendix 1: Student's Questionnaire

Angket Kegiatan Mendengar Lagu

Angket ini bertujuan mendapatkan data mengenai kegiatan anda dalam mendengarkan lagu berbahasa inggris. Sebelum anda menjawab bacalah pertanyaan dengan seksama. Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban benar ataupun salah dalam angket ini. Respon anda akan digunakan dalam penelitian, sehingga anda diharapkan memberikan jawaban yang jujur dan sesuai fakta

Nama:

NIM:

Kelas:

Berilah tanda ceklis (✓) pada pernyataan (1,2,3,dan 4) yang sesuai dengan keadaan anda yang sebenarnya.

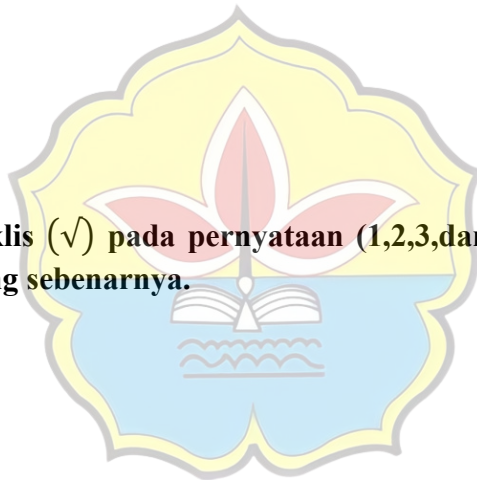
Keterangan:

1 = Never

2 = Seldom

3 = Usually

4 = Always



NO	Pertanyaan	Skala			
		1	2	3	4
1	I try to listen to English songs in my spare time to learn new vocabulary. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk belajar kosa kata baru)				
2	I try to spend a few minutes or hours listening to English songs to memorize or recall new vocabulary in English.				

	(Saya berusaha meluangkan waktu beberapa menit atau jam mendengarkan lagu berbahasa inggris untuk menghafalkan atau mengingat kosa kata baru dalam Bahasa inggris)				
3	I try to listen to English songs while studying English to learn pronunciation and English song lyrics. (Saya berusaha mendengarkan lagu berbahasa inggris saat belajar Bahasa inggris untuk mempelajari cara <i>pronunciation</i> dan lirik lagu berbahasa inggris)				
4	I try to listen to English songs in my spare time to practice pronunciation in English. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk berlatih <i>pronunciation</i> dalam Bahasa inggris)				
5	I try to listen to English songs to improve my pronunciation skills in English. (Saya berusaha mendengarkan lagu berbahasa inggris untuk meningkatkan kemampuan <i>pronunciation</i> dalam Bahasa inggris)				
6	I try to read the lyrics of every song from various genres (pop, jazz, rock, metal, etc.) in English that I listen to. (Saya berusaha membaca setiap lirik lagu dari berbagai aliran lagu (pop,jazz,rock,metal,DLL) berbahasa inggris yang saya dengarkan)				
7	I try to write the lyrics of English songs that I listen to. (Saya berusaha menulis lirik lagu berbahasa inggris yang saya dengarkan)				
8	I try to listen to English songs in my spare time to create enjoyment while learning English. (Saya berusaha mendengarkan lagu berbahasa inggris diwaktu luang untuk menciptakan rasa senang ketika belajar bahasa inggris)				
9	I try to understand the meaning of English songs that I listen to.				

	(Saya berusaha memahami makna lagu bahasa inggris yang saya dengarkan)				
10	I try to understand the pronunciation of English words sung by singers. (Saya berusaha memahami cara pengucapan kata dalam Bahasa inggris yang dilantunkan penyanyi)				
11	In a day, I listen to at least 3 English songs. (Dalam sehari saya mendengarkan paling sedikit 3 lagu berbahasa inggris)				
12	I try my best to understand the content of the English songs that I am listening to. (Saya berusaha sedapat mungkin memahami isi lagu berbahasa inggris yang sedang saya dengar)				
13	I try to minimize distractions when listening to English songs. (Saya berusaha meminimalisir gangguan Ketika mendengarkan lagu berbahasa inggris)				
14	I try to look up the meanings of unfamiliar words when listening to English songs. (Saya berusaha mencari makna kata yang tidak dipahami Ketika mendengarkan lagu berbahasa inggris)				
15	I try to understand the message in an English song that I'm listening to. (Saya berusaha memahami pesan dalam sebuah lagu berbahasa inggris yang saya dengar)				

This questionnaire was adopted from “The Correlation between English Education Department of Universitas Muhammadiyah Yogyakarta Students’ Habit of Listening to English Songs and Their Motivation in Learning English”, A Skripsi at Universitas Muhammadiyah Yogyakarta, unpublished.

Appendix 2: Result of Pronunciation Test

https://drive.google.com/drive/folders/1NqE2LMgjyr1J_kLC525vO97S7wzKT2IA

The link contains voice recordings of students taking the pronunciation test, of which there were 32 students taking the pronunciation test, and the link consists of 6 files. Each of the students have to pronounce 1 word of the lyrics that the researcher give, the lyrics that the researcher give to the students is from a song with the title La la lost you – Niki.



Appendix 3: Result of questionnaire

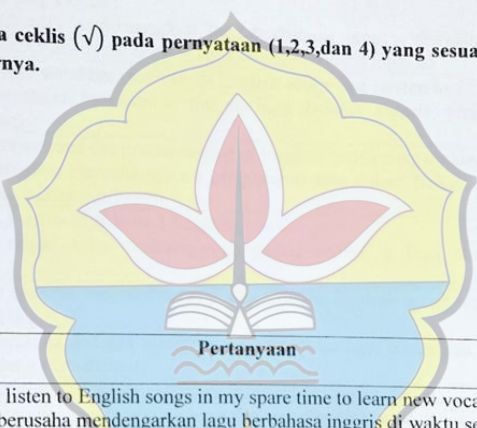
Angket Kegiatan Mendengar Lagu

Angket ini bertujuan mendapatkan data mengenai kegiatan anda dalam mendengarkan lagu berbahasa inggris. Sebelum anda menjawab bacalah pertanyaan dengan seksama. Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban benar ataupun salah dalam angket ini. Respon anda akan digunakan dalam penelitian, sehingga anda diharapkan memberikan jawaban yang jujur dan sesuai fakta

Nama: Nursihra Tri Novianti
 NIM:
 Kelas: XI. F - 12

Berilah tanda ceklis (✓) pada pernyataan (1,2,3,dan 4) yang sesuai dengan keadaan anda yang sebenarnya.

Keterangan:
 1 = Never
 2 = Seldom
 3 = Usually
 4 = Always



NO	Pertanyaan	Skala			
		1	2	3	4
1	I try to listen to English songs in my spare time to learn new vocabulary. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk belajar kosa kata baru)		✓		
2	I try to spend a few minutes or hours listening to English songs to memorize or recall new vocabulary in English. (Saya berusaha meluangkan waktu beberapa menit atau jam mendengarkan lagu berbahasa inggris untuk menghafalkan atau mengingat kosa kata baru dalam Bahasa inggris)		✓		
3	I try to listen to English songs while studying English to learn pronunciation and English song lyrics. (Saya berusaha mendengarkan lagu berbahasa inggris saat belajar Bahasa inggris untuk mempelajari cara <i>pronunciation</i> dan lirik lagu berbahasa inggris)	✓			

4	I try to listen to English songs in my spare time to practice pronunciation in English. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk berlatih <i>pronunciation</i> dalam Bahasa inggris)	✓			
5	I try to listen to English songs to improve my pronunciation skills in English. (Saya berusaha mendengarkan lagu berbahasa inggris untuk meningkatkan kemampuan <i>pronunciation</i> dalam Bahasa inggris)	✓			
6	I try to read the lyrics of every song from various genres (pop, jazz, rock, metal, etc.) in English that I listen to. (Saya berusaha membaca setiap lirik lagu dari berbagai aliran lagu (pop,jazz,rock,metal,DLL) berbahasa inggris yang saya dengarkan)		✓		
7	I try to write the lyrics of English songs that I listen to. (Saya berusaha menulis lirik lagu berbahasa inggris yang saya dengarkan)	✓			
8	I try to listen to English songs in my spare time to create enjoyment while learning English. (Saya berusaha mendengarkan lagu berbahasa inggris diwaktu luang untuk menciptakan rasa senang ketika belajar bahasa inggris)	✓			
9	I try to understand the meaning of English songs that I listen to. (Saya berusaha memahami makna lagu bahasa inggris yang saya dengarkan)			✓	
10	I try to understand the pronunciation of English words sung by singers. (Saya berusaha memahami cara pengucapan kata dalam Bahasa inggris yang dilantunkan penyanyi)			✓	
11	In a day, I listen to at least 3 English songs. (Dalam sehari saya mendengarkan paling sedikit 3 lagu berbahasa inggris)	✓			
12	I try my best to understand the content of the English songs that I am listening to. (Saya berusaha sedapat mungkin memahami isi lagu berbahasa inggris yang sedang saya dengar)		✓		
13	I try to minimize distractions when listening to English songs. (Saya berusaha meminimalisir gangguan Ketika mendengarkan lagu berbahasa inggris)	✓			
14	I try to look up the meanings of unfamiliar words when listening to English songs. (Saya berusaha mencari makna kata yang tidak dipahami Ketika mendengarkan lagu berbahasa inggris)	✓			
15	I try to understand the message in an English song that I'm listening to. (Saya berusaha memahami pesan dalam sebuah lagu berbahasa inggris yang saya dengar)	✓			

Angket Kegiatan Mendengar Lagu

Angket ini bertujuan mendapatkan data mengenai kegiatan anda dalam mendengarkan lagu berbahasa inggris. Sebelum anda menjawab bacalah pertanyaan dengan seksama. Kerjakan tanpa melihat jawaban orang lain karena tidak ada jawaban benar ataupun salah dalam angket ini. Respon anda akan digunakan dalam penelitian, sehingga anda diharapkan memberikan jawaban yang jujur dan sesuai fakta

Nama: *Muhammad Haikal*

NIM:

Kelas: F-12 (X1)

Berilah tanda ceklis (✓) pada pernyataan (1,2,3,dan 4) yang sesuai dengan keadaan anda yang sebenarnya.

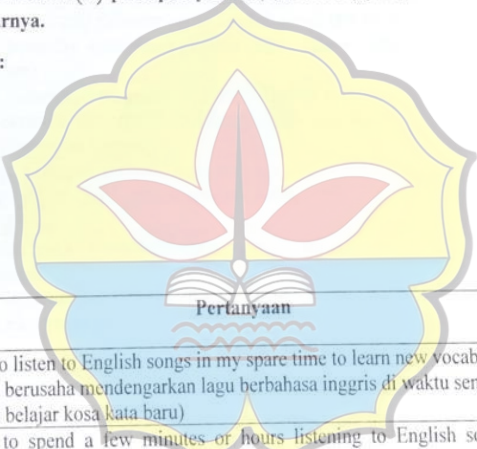
Keterangan:

1 = Never

2 = Seldom

3 = Usually


4 = Always



NO	Pertanyaan	Skala			
		1	2	3	4
1	I try to listen to English songs in my spare time to learn new vocabulary. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk belajar kosa kata baru)				✓
2	I try to spend a few minutes or hours listening to English songs to memorize or recall new vocabulary in English. (Saya berusaha meluangkan waktu beberapa menit atau jam mendengarkan lagu berbahasa inggris untuk menghafalkan atau mengingat kosa kata baru dalam Bahasa inggris)				✓
3	I try to listen to English songs while studying English to learn pronunciation and English song lyrics. (Saya berusaha mendengarkan lagu berbahasa inggris saat belajar Bahasa inggris untuk mempelajari cara <i>pronunciation</i> dan lirik lagu berbahasa inggris)	✓			

4	I try to listen to English songs in my spare time to practice pronunciation in English. (Saya berusaha mendengarkan lagu berbahasa inggris di waktu senggang untuk berlatih <i>pronunciation</i> dalam Bahasa inggris)	✓			
5	I try to listen to English songs to improve my pronunciation skills in English. (Saya berusaha mendengarkan lagu berbahasa inggris untuk meningkatkan kemampuan <i>pronunciation</i> dalam Bahasa inggris)				✓
6	I try to read the lyrics of every song from various genres (pop, jazz, rock, metal, etc.) in English that I listen to. (Saya berusaha membaca setiap lirik lagu dari berbagai aliran lagu (pop,jazz,rock,metal,DLL) berbahasa inggris yang saya dengarkan)	✓			
7	I try to write the lyrics of English songs that I listen to. (Saya berusaha menulis lirik lagu berbahasa inggris yang saya dengarkan)	✓			
8	I try to listen to English songs in my spare time to create enjoyment while learning English. (Saya berusaha mendengarkan lagu berbahasa inggris diwaktu luang untuk menciptakan rasa senang ketika belajar bahasa inggris)				✓
9	I try to understand the meaning of English songs that I listen to. (Saya berusaha memahami makna lagu bahasa inggris yang saya dengarkan)		✓		
10	I try to understand the pronunciation of English words sung by singers. (Saya berusaha memahami cara pengucapan kata dalam Bahasa inggris yang dilantunkan penyanyi)	✓			
11	In a day, I listen to at least 3 English songs. (Dalam sehari saya mendengarkan paling sedikit 3 lagu berbahasa inggris)	✓			
12	I try my best to understand the content of the English songs that I am listening to. (Saya berusaha sedapat mungkin memahami isi lagu berbahasa inggris yang sedang saya dengar)				✓
13	I try to minimize distractions when listening to English songs. (Saya berusaha meminimalisir gangguan Ketika mendengarkan lagu berbahasa inggris)	✓			
14	I try to look up the meanings of unfamiliar words when listening to English songs. (Saya berusaha mencari makna kata yang tidak dipahami Ketika mendengarkan lagu berbahasa inggris)	✓			
15	I try to understand the message in an English song that I'm listening to. (Saya berusaha memahami pesan dalam sebuah lagu berbahasa inggris yang saya dengar)	✓			

Appendix 4: Research Statement

**Universitas Batanghari**
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 227/UBR-01/B/2024
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMA Negeri 2 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :


Nama : MUHAMMAD RAFIQI
NIM : 2000888203013
Program Studi : Pendidikan Bahasa Inggris


Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**"THE CORRELATION BETWEEN HABIT IN LISTENING ENGLISH SONG
AND STUDENT'S PRONOUNCIATION ABILITY AT ELEVENTH GRADE
STUDENT OF SENIOR HIGH SCHOOL 2 JAMBI CITY"**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 12 Agustus 2024
Dekan,


Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502



Appendix 5: Research Completion Statement

	PEMERINTAH PROVINSI JAMBI DINAS PENDIDIKAN SEKOLAH MENENGAH ATAS NEGERI 2 KOTA JAMBI <small>Status Terakreditasi : A Jl. Pangeran Antasari Talang Banjar Jambi Timur Kode Pos : 36142 Telp. 0741-26690 Website : smandajambi.sch.id Email : sman2jambi@gmail.com</small>	
-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

SURAT PENELITIAN
No. 425.1/1335/SMAN.2/XII/2024

Yang bertanda tangan di bawah ini kepala SMA Negeri 2 Kota Jambi, dengan ini menerangkan bahwa:

Nama : Muhammad Rafiqi

NIM : 2000888203013

Fakultas : Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

Judul : *The Correlation Between Habit In Listening English Song And Stusent's Pronunciation Ability At Eleventh Grade Student Of Senior High School 2 Jambi City.*

Nama tersebut di atas telah selesai melaksanakan Penelitian pada tanggal 26 – 27 Agustus 2024 di SMA Negeri 2 Kota Jambi.

Demikianlah surat penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 11 Desember 2024

KEPALA SEKOLAH

Dra. Nirma Erika, M.Pd
Pendidik Tk.I, IV/b
NIP. 19690903 199203 2 005



Tembusan :

1. Dinas Pendidikan Provinsi Jambi;
2. Yang bersangkutan untuk dilaksanakan;
3. Arsip.

Appendix 6: Documentations

