

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

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2025**

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THESIS

*Submitted to Fulfill a Partial Requirement for getting an S-1 Degree at the
English Department, Teacher Training and Education Faculty,
Bung Hatta University*



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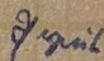
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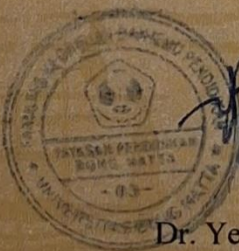
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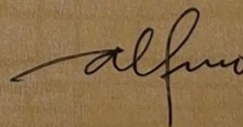
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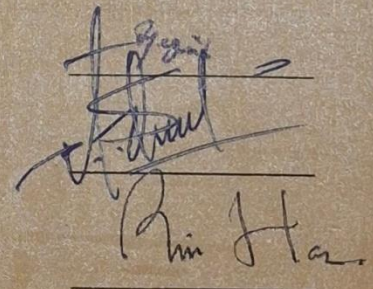
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Finally, the researcher hopes that this thesis will be useful and can provide insight for the readers, especially for the researcher herself. The researcher realizes that this thesis is still not perfect. Therefore, she expects constructive suggestions and criticisms from the readers.

Padang, July 2025
The Researcher

Restia Ningsih

ABSTRACT

Ningsih, R. (2025) *“The Correlation between Students' Habit of Listening to English Songs and Their Vocabulary Mastery at the English Department of Bung Hatta University”*

Advisor : Dr. Lely Refnita, M. Pd.

The purpose of this research was to examine the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University. This research used a correlational design. The population was all English Department students at Bung Hatta University. The total sampling technique was used. Therefore, all 30 students in the population became the sample. The instruments for collecting data were a questionnaire about students' listening habits and a vocabulary test.

Based on the data analysis, it was found that the $r_{\text{calculated}}$ value was 0.340. it means there is a low correlation between research variables. Since the r_{table} value at the 0.05 significance level and degree of freedom ($df = n-2$) was 0.361, it can be stated that $r_{\text{calculated}}$ was lower than r_{table} ($0.340 < 0.361$), it means there was no significant relationship between students' habit of listening to English songs and their vocabulary mastery.

Consequently, the null hypothesis, which stated that there is no significant correlation between the habit of listening to English songs and vocabulary mastery, was accepted. This suggests that listening to English songs, although commonly thought to help in learning English, does not significantly relate to students' vocabulary mastery. One possible reason is that the words in songs are often repeated, informal, or context-specific, making them less effective for vocabulary building. Additionally, many students may listen to songs merely for entertainment without focusing on the lyrics or the meanings of the words.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses an introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the hypothesis, the purposes of the research, the significance of the research, and the definition of key terms.

1. 1 Background of the Problem

English is the most widely used language in practically every part of life on earth, including commerce, industry, nursing, finance, and education. It is for this reason that people everywhere need to be proficient in English. There are four aspects that need to be understood when learning English. The four aspects of understanding language are speaking, reading, writing, and listening (Ma'fiyah et al., 2021). In addition to having these four skills, successful communication also requires knowledge of vocabulary and linguistic structure.

Vocabulary is one of the language components that students have to learn when studying English. Vocabulary mastery is the foundational knowledge required to acquire foreign languages. As stated by Bernanda et al. (2022), vocabulary is an essential part of a language that gives students a solid foundation for listening, speaking, reading, and writing. We cannot speak, write, or understand what we read and listen to without vocabulary. Lack of vocabulary and methods for expanding it can hinder language learners from reaching their full potential and stop them from utilizing the various contexts in which they can use

the language, such as reading, watching movies or television, listening to the radio, or speaking with native speakers.

As stated by Bernanda et al. (2022), expanding a student's vocabulary is essential to language development at all levels of education. This indicates that vocabulary is the foundation for understanding the English language and other English language skills that will be acquired. Learning vocabulary can be difficult for students for a variety of reasons, such as difficulty memorizing new words, a lack of motivation and interest, a lack of exposure to the language, and difficulty understanding the context or meanings of the words. Students must be able to read, write, speak, and listen in English to be able to communicate effectively in the language. Students need to become proficient in a variety of vocabularies to accomplish these goals. By becoming proficient in terminology, we can comprehend what we read and hear, and we can express things we wish to read or say. According to Wardiman et al. (2022), vocabulary is important for success in talking more fluently, understanding the language, or writing well; it is anticipated that students must improve their vocabulary by about a thousand words annually. Similarly, students must expand their vocabulary as part of the Competency-Based Curriculum of 1000–1500 words a year (Syaukani & Pane, 2017).

According to the researcher's observations and experience, learning vocabulary through listening to English songs is both enjoyable and effective. In this context, observation refers to what the researcher has consistently witnessed in classroom settings, students appear more motivated, attentive, and engaged when exposed to English songs. They tend to mimic lyrics, ask about word

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

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

Based on the explanation above, the researcher was interested in conducting research entitled " The Correlation between Students' Habit of

Listening to English Songs and Their Vocabulary Mastery at the English Department of Bung Hatta University.”

1.2 The Identification of the Problem

Based on the background of the study above, vocabulary mastery is a crucial component of overall language proficiency, including reading, writing, speaking, and listening skills. Without sufficient vocabulary, students face difficulties in understanding content and effectively communicating in English. If they have a lot of vocabulary, it will make it easy to describe something in their mind.

In studying vocabulary, some aspects need to be considered, such as word meaning (synonym, antonym, meaning in context, connotation, and denotation), extending words (word combination, collocation, and idioms), and word class (verb, noun, adjective, and adverb). Students must be able to master vocabulary, but it is difficult for them to learn vocabulary. Using appropriate learning media will help students to master vocabulary and achieve higher learning outcomes.

1.3 The Limitation of the Problem

Dealing with the identification above, the researcher limited the research to the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University.

1.4 The Formulation of the Problem

In consideration of the problems above, the research problem is formulated into the following questions : Is there a significant correlation between students’

habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University?

1.5 Research Hypotheses

According to Durga et al. (2020), a hypothesis is a statement that describes the predicted outcome of a research study. In doing this research, the researcher creates the hypotheses of this research as follows :

Ha : There is a significant relationship between students' habit of listening to English songs and their vocabulary mastery

H0 : There is no significant relationship between students' habits of listening to English songs and their vocabulary mastery.

1.6 The Purposes of the Research

The purpose of this research is to find out the correlation between students' habit of listening to English songs and their vocabulary mastery at the English Department of Bung Hatta University.

1.7 The Significance of the Research

This research is regarded to be significant practically and theoretically. Practically, it can motivate teachers to use English songs in English classes to develop students' motivation and achievement, provide teachers with an engaging and effective tool to make language learning more interactive and enjoyable, and can be applied across different age groups and proficiency levels, making it versatile for various classroom contexts. Theoretically, it can be one of the references to develop students' vocabulary mastery and explore the cognitive

relationship between music and memory, furthermore, providing a scientific basis for integrating songs into language learning, opens avenues for future studies on the long-term impacts of using songs on other aspects of language learning, such as pronunciation, listening skills, and grammar comprehension.

1.8 Definition of Key Terms

To avoid misunderstanding and misinterpretation of some conceptual terms, the researcher will define the key terms as follows :

1. Correlation research is a quantitative method of research that has two or more quantitative variables from the same group of subjects and tries to determine if there is a relationship between two or more variables.
2. A listening habit is an activity in listening performed repeatedly.
3. A song is a single work of music meant to be sung by the human voice. It uses sound and silence, a range of shapes, and fixed pitches and rhythms. Repetition is a common element of the section.
4. The habit of listening to English songs refers to the regular and consistent practice of listening to English-language music as part of one's daily or weekly routine.
5. Vocabulary is a collection or set of words (Lervåg & Aukrust, 2010). A vocabulary usually serves as a useful and fundamental tool for communication and acquiring knowledge.
6. Vocabulary mastery means students' ability to understand and use vocabulary correctly. Vocabulary itself deals with words and meaning.