

# **THE CORRELATION BETWEEN STUDENTS' HABIT IN LISTENING TO ENGLISH SONGS AND THEIR ENGLISH LISTENING COMPREHENSION SKILL**

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## **ABSTRACT**

This research describes the correlation between the students' habit in listening to English songs and their English listening comprehension skill of the seventh semester students in English Department of IAIN Antasari Academic Year 2012/2013. The problems that should be answered in this research are: (1) How is the students' habit in listening to English songs?, (2) How is the students English listening comprehension skill?, (3) Is there any correlation between their habit in listening to English songs and their English listening comprehension skill?. The subjects of the research are 72 of 79 students of seventh semester in English department of IAIN Antasari academic year 2012/2013. The object of this research is their habit in listening to English songs and their English listening comprehension skill, and correlation between them. The data are collected by some techniques, they are: written test, questionnaires, documentation, and interview. The result of the research indicates that the students' habit in listening to English songs is in Fair category and their English listening comprehension skill is in Very low category. The calculation of correlation result points out that the correlation between their habits in listening to English songs and their listening skill is very low so that the correlation is disregarded.

**Key Words:** Students Habit, English Songs, Listening Comprehension skills

In English language, as well as other languages, there are four skills that should be mastered by its learners. Those important skills of language are listening, speaking, reading, and writing skill. When considering interpersonal communication competence, listening is the first skill to master, but when considering academic competence, listening is the second skill to be mastered after the reading skill (Muriel, 2010: 137). In conclusion, whatever the purpose people have in learning English listening skill is very important to master.

In learning English some fun media can be used by teachers. In order to get students' interest, beside some conversational or lectures material, English songs could be one alternative of good media to teach English listening skill. Especially in these days, English songs and movies are in every media. It is very easy to find English songs and movies, and many teenagers are really into those English music. Presenting a song in class once in a while will make learning English more fun and interesting.

English songs are not only fun and interesting. They are also useful in teaching many skills in English. As what some experts say that music is a universally popular medium and songs often tell a story, and song is an excellent vehicle to show how sentence are connected (Nunan and Miller, 2002: 249) . So, by listening to an English song, students

can learn the content of the song and also train their ears to be more familiar with English language. When they are familiar with listening to English through songs, the problems in listening comprehension could be reduced.

Interest in English songs can lead students to listen to English songs more often, and more repetition in an activity might form a habit. A student who likes listening to English songs usually will listen to those songs again and again. By doing so, the habit in listening to English songs will form in her/himself. The activity to listen to song will be done by him/her very easily. Turning on the radio tape, cell phone, laptop, computer, or any other media will be done automatically and with no effort anytime he/she wants.

In fact, many students love listening and even singing English songs. It is probably because those English songs are considered “cool” and trend. More and more teenagers start to enjoy English songs. For some persons, this kind of hobby will easily lead them to be more curious and enthusiastic to learn English. They will listen to English song as often as possible, start to sing the song out loud imitating the singers, memorize the lyrics, and be more curious to find out the meaning of the song. If they find some difficult words they will ask other persons who have good English or they can open the dictionary and find the meaning by themselves. This kind of activities will help them improving their English. Even when they only listen to the song, the habit in listening to English songs could help their ears to get familiar to English words and sounds.

Having this pre-research view about the students’ of English department student listening comprehension skill, the writer is interested in doing a research about the students’ listening skill in correlation to their habit in listening to English songs to know if really there is a correlation between them.

## **STATEMENTS OF THE PROBLEM**

Based on the background of the study before, the problems of the study are:

1. How is the students’ habit in listening to English songs?
2. How is the students’ English Listening comprehension skill?
3. Is there any correlation between students’ habit in listening to English songs and their listening comprehension skill?

## **THEORETICAL REVIEW**

### **The Definition of Habit**

There are several definitions of habit brought up by some experts which are corresponding with each other. Verplanken and Aarts (1999) defined habit as”....learned sequence of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end states (Veplanken, 2012: 104). In another writing Aart and Dijksterhuis demonstrated the notion of habit as goal directed automatic behaviour (Hank, 2000: 53).

It is clear to us that human mental processes are very complex. It is even in the high level of complexity in psychological study because the processes in humans mind are not overt. This complexity is also found in defining automaticity in human behaviours. Most psychologists proposed that no process in human behaviours was purely and exclusively automatic or purely and exclusively controlled by humans’ intention and awareness.

Although the conceptualization of habit is still considered very complex, some researchers still try to formulate some more comprehensible definition of habit, so that it can be understood, examined, and even measured. From some definitions of habit that have been mentioned above Verplanken named several characteristic of habit and arranged a measurement of habit that can be practically used to measure habit strength, it is called SRHI which stands for Self Report Habit Index. He includes 4 characteristics of habit, which are *history of repetition, automaticity, contextual cues, and describing one's identity* in SRHI to measure habit more accurately (Veplanken, 2002: 3).

### **Characters of Habit**

Based on some definition mentioned above, the theory of habit has some characteristic that distinguish it from other forms of behaviour in psychology. The features of habit are:

#### **1. History of Repetition; Behaviour Frequency**

The conceptualization of habit as frequent past behaviour has been known since traditional period of behaviourist school which focus their interest primarily on overt human behaviours as scientific object, and this concept of habit is strongly rooted in behaviourist approaches to learning theory (Hank, 2000: 54). They stated that habits are a number of repetitive behaviour. This statement is clearly reasonable at the surface level. However it doesn't explain the whole aspect of habits. It doesn't explain how the habits are formed and at which frequency we could say that a behaviour is a habit. This is similar to Gardner's conceptualization of habit. Gardner excluded the behaviour frequency in habit features because it is unsatisfactory to the psychologist. It proposes that people frequently do what they do frequently but does not explain why this should happen.

It is true that to qualify behaviour as a habit, frequency facet does not cover sufficient concept of habit. However, the frequency of behaviour is definitely necessary and important feature in habit. A number of studies have resulted that frequent past behaviours do predict future behaviours, and that direct relation between past and future action shows that people simply do things as they did in the past.

#### **2. Automaticity**

Automaticity is not one single independent character. It has four attributes which can help people to know whether a particular human behaviour is automatic or not. Bargh divided automaticity into five features; they are Lack of Awareness, Lack of Intention, the Difficulty to Control, and Mental Efficiency (Bargh, 2012: 1-39). A particular automatic process may have all these features all together or combination of these features. For example, habitual hand-washing may be defined by its lack of awareness; lack of conscious intention; and mental efficiency but not difficult to control, while snacking habitual is characterized by the difficulty to control. More explanation of each features of habit is as follow:

##### **a. Lack of Conscious Intention**

Intention can direct human behaviour consciously. Intentions are formed from salient beliefs about the outcomes of an act, or the consequences if the behaviour is executed. To be more specific, intention reflects attitude toward the behaviour or act. It also reflects subjective norms and perceived control. Intentions also involve controlled reasoning process that people experience when they are consciously

deliberating about intention depends on their level of motivation, ability, and opportunity (Oulette&Wood, 2012: 56).

When a person is doing an activity which has become a habit for him, the activity would be done with minimum deliberation and reasoning process. For instance, a person who has a habit of using deodorant after bathing will apply deodorant directly after he finished bathing without much thinking, consideration, and also reasoning process.

#### **b. Lack of Awareness**

The lack of awareness is a critical issue in automaticity because it is the one to control human thought and behaviour. Awareness is a psychological state that traditionally has often been used synonymously with the term “consciousness”. Another clear concept of term “awareness” was proposed by David LaBerge in 1998. LaBerge stated that an event of awareness is conjectured to involve the operation of attention which is directed toward a representation of the self. Thus, the necessary thing in awareness is an attentional event that is added to the simple act of attending to an external object or event. Awareness involved the agent or actor whose cortical representation is activated when attention directed to it. Simply attending to an object or event requires action on the part of the cortical area of control, but the representation of the responsible actor need to be activated. For example, one may attend strongly to a bird which is struggling against the window without attentively processing one’s own participation in the action of attending to it. Thus, additional brain areas are active when attention is directed to the actor along with the external event David: 1998: 1).

#### **c. Difficulty to control**

What is meant by control in this chapter is the ability of a person to control an action that he has executed repeatedly into judgement and behaviour. The habit of snacking will be the best example in this case. Someone who has snacking habit might have negative judgement about snacking itself, but whether he is able to put his judgement into behaviour is a matter of controllability. Thus, although he has negative judgement about snacking, and might think he should stop this habit; he probably could not stop his snacking habit since it has become his habit. In this case, Fiske, a psychologist in 1989, argued that it is possible to gain control by “making the hard decision” and spending extra effort to do that.

#### **d. Efficiency**

People are less likely to think about and have fewer emotion related to habitual than non-habitual behaviour. When a person do a habitual activity, that person will not experience that the process of doing it as effortful and efficient (Barret, 2012:174). The idea of efficiency in this feature rests heavily in the aspect of quantity of attention, which mean automatic process require only minimal use of attention.

### **3. Contextual Cueing**

It is important to note that cues may involve a wide variant. There are many kinds of cues that may happen. Such as location, time, situation, the presence of particular people, internal states, or mood. There are also many kind of reinforce may present

including psychological reinforcers such as satiation, social reinforcers such as approval, or efficiency such as time, money, or energy, or the absence the need to deliberate.

#### **4. Expressing Identity**

In order to get a valid measurement of habit by only reporting habit strength is considered inadequate. Therefore, reporting the identity element of habit by choosing the right question that is understood by the respondent will necessarily validate the measurement.

#### **Listening Comprehension Skill**

Listening is an invisible mental process, making it difficult to describe. However, it is often described that in listening process listeners must discriminate between sounds, understand the vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate and as well as the larger socio-cultural context of utterances.

Although listening is now well recognized as a critical dimension in language learning, its process is still remains least understood. The process of listening comprehension is highly complex. The knowledge and skills necessary for listening comprehension must be all utilized simultaneously. However, our processing space is limited. Before we can sort out what we just heard, the speech disappears. The worse thing is that we cannot always get the speech repeated. We must comprehend as we listen to it, retain the information in memory, integrate it with what follows, and continually adjust our understanding of what we heard in the light of our prior knowledge and incoming information.

To improve listening skill, students need to listen to various listening texts for different situations, such as short dialog on the phone, announcement in the airport, instruction on how to operate a new machine, speeches, poems, songs, etc.

#### **The importance of Listening in Language Learning**

For children, listening is the first acquired language mode. It is the foundation for all aspect of language and cognitive development, and it plays a life-long role in the processes of communication. Children learn their mother tongue language first by listening to other people speaking around them or speaking to them. Without the ability to listen to speakers around, it will be extremely hard for the children to acquire the language even to communicate. Moreover, in this day of mass communication, which much of it oral, it is a vital importance for people. Listening is the medium for people to get larger portion of their education and information. It also enables them to understand the world, human affairs, their ideals, sense of values, and their appreciation.

Language acquisition is mainly achieved through receiving understandable input, and listening ability is the critical component in achieving understandable language input. Providing listening practice with authentic situation precisely those that learners are likely to encounter will be a good way to improve listening skill and will help students to be effective listeners.

The four models of language acquisition, which are the information processing model, the intake model, the intake model, and the interaction model, reviewed by Dunkel reported that all models the key role of listening in the process of language acquisition and development. Thus, it is believed that listening is so important for over all language development that must be of primary focus in language learning.

### **Listeners' Factors in Listening Comprehension**

Listeners play the central role in listening process. And the process of listening itself is not a simple process because it is not simply decoding the message but also involves the combining of the decoding of the message process with its reconstruction as meaning. There are several factors that affecting the listeners as the central processor, they are:

#### 1. General Factors.

General factors that lie in the listeners are factors that involve the listeners experience in listening process. The experience of the listeners in practicing listening by using many different media is considered important. Lets' take an example of two listeners with two different experiences, a listener who has an experience in listening to the target language by using a kind of media, (e. g. Radio), will have different listening skill with the listeners who has no previous experience in listening activity by any media. Also including in this general factors are the general intelligence of the listener and the general background knowledge of the world.

#### 2. Physical and Educational Factors

The listeners' physical factors also play an important part in their listening comprehension skill. These physical factors include the age and sex of the listeners, home background, size of family, educational background and type of school, and the last but important is the health condition and the alertness of the listeners.

#### 3. Intellectual Factors

Intellectual factors of the listeners involve the knowledge of the target language in its various aspects such as grammar, pronunciation and intonation, phonology, lexis, syntax, cohesion, and even culture of the target language will be very useful. So, the more a listener knows about the target language, the more better comprehension he or she will have. Besides, they also involve the power of analysis, knowledge of the specific topics, and memorial capacity of the listeners.

#### 4. Psychological Factors

The last factors that are considered important in listening comprehension are the psychological states of the listeners, such as motivation, interest, and sense of purpose while listening, attitude of the listeners to the speaker, attitude of listeners to the message (level of interest), and listeners power of attention and concentration. The more positive the psychological state of the listeners, the better understanding will be obtained in listening process.

### **Habit and Listening Comprehension**

The assumption about habit in listening to English songs comes to mind after reading some general factors in listening comprehension. It is stated that the listeners experience in practicing listening by using many different media is considered important. Therefore, a student who has a habit in listening to English song in regular activities is definitely in this

category because she/he experience listening to English again and again by using songs as the media. The activity of listening to English songs is done repeatedly by the students, and that activity will probably get her/his ear more familiar to sounds of English.

Starting from the foundation that experience is an important factor in listening comprehension skill, the writer then develop a research about the correlation between habit in listening to English songs and listening comprehension skill which aimed to find out whether there is a correlation between those two aspects.

### **Previous Researches about Metacognitive Strategies**

A research on study habit and academic achievement has been done by many researchers one of them is Omotore Tope from Nigeria. In his research he found that the study habit and academic achievement are in positive correlation. The better study habit the students have, the better grade or achievement he/she will get. Tope also mention a quote from Azikiwe that “good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure”.

After understanding what is meant by habit and factors in listening comprehension in the previous writing, the discussion about how can habit influences listening skill comes. In psychology field, the research results on habit are not very difficult to find. There are many academic or popular writings that discuss many aspects of habit. In Linguistics as well as in teaching methods, writings about listening comprehension skill are also quite easy to find. Up to present, the writer has found many writing about each topic of habit and listening comprehension skill, but has not find any writing that correlate habit to listening comprehension skill.

## **METHOD OF THE RESEARCH**

### **Subject**

The subject of the research is all of the English Department students of seventh semester at Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2012/2013 who have taken all listening subjects in English Department.

*Table 3.1. Total Number of Population*

Academic years	Male	Female	Total
2009/2010	22	57	79

In this research, the writer uses census or saturated sampling technique (Sugiono, 2006: 103), so all the 79 students was taken as the sample in the research.

### **Techniques of Data Collection**

The data was collected through :

#### 1. Questionnaire

This questionnaire was arranged and conducted to collect and enrich data from the students about their habits in listening English songs. The questionnaire consists of ten statements includes of the features of the students' habit in listening to English songs. The features of habit are automaticity (unintentionality, uncontrollability, lack of awareness, and mental efficiency), history of repetition, and identity element.

## 2. English Listening Comprehension Test

The listening comprehension test was conducted in order to know the students' English listening comprehension skill. The test consists of twenty five questions adapted from 34 questions TOEFL IBT listening section. The test was conducted several times which last 50-60 minutes each test.

## FINDINGS AND DISCUSSIONS

### Students Habit in Listening to English songs

These data about students' habit in listening were obtained by distributing questionnaires to the subject of the research. The questionnaire is adapted from *Self-Report Habit Index (SRHI)* developed by Bas Verplanken. The questionnaire consists of ten statements with five-point responses Likert scale anchored with "strongly disagree" and "strongly agree", and four questions about habit in listening to English songs. The students are asked to respond to each statement by choosing the most suitable response.

Based on the research result, the writer found that the higher score for students' listening habit is 94, and the lowest score is 42. The accumulated score is 4741. The results of the questionnaires are described in the following table:

Table 1. The Result of Questionnaires about Students' Habit in Listening to English Songs

Subject Number	Score of the Questionnaire
1	88
2	64
3	54
4	70
5	72
6	74
7	66
8	88
9	78
10	76
11	58
12	76
13	48
14	70
15	84
16	62
17	92
18	78

19	60
20	70
21	62
22	68
23	70
24	64
25	64

26	66
27	69
28	80
29	66
30	60
31	72
32	68
33	64
34	76
35	50
36	66
37	68
38	70
39	60
40	52
41	64
42	52
43	64
44	82
45	68
46	52
47	66
48	58
49	94
50	64
51	68

52	48
53	48
54	62
55	64
56	64
57	52
58	76

59	58
60	70
61	60
62	66
63	58
64	74
65	70
66	80
67	58
68	48
69	68
70	56
71	44
72	42

To know the students' habit strength in listening to English songs, the writer classifies the data into five categories namely very weak, weak, fair, strong, and very strong. The classifications of the categories are shown in the following table:

Table 2. The Frequency Distribution of the Students' Habit Strength in Listening to English Songs and the Classification

No.	Score	Frequency	Percentage	Category
1	0-49	6 students	8,33 %	Very weak
2	50-59	12 students	16,66 %	Weak
3	60-69	29 students	40,27 %	Fair
4	70-79	17 students	23,61 %	Strong

5	80-100	8 students	11,11 %	Very Strong
	Total	72 students	100 %	

The table above reveals that the students' habit in listening to English songs based on the categories are 6 students are in very weak category (8,33%), 12 students are in weak category (16,66%), 29 students are in fair category (40,27%), 17 students are in strong category (23,61%), 8 students are in very strong category (11,11%).

To know the students' habit in listening to English songs generally, the writer apply "mean" statistical formula below:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{4741}{72} \\
 &= 65,8
 \end{aligned}$$

Based on the result of the applied formula above, the total score is 4741 of 72 students, and the mean score is 65,8. The mean score 65,8 shows that the students' habit in listening to English songs level is Fair level.

### Students Listening Skill

The data about of students' listening were obtained by conducting listening test. The listening test material was adapted from TOEFL IBT edition from Bruce Rodgers. During the test, the students were asked to answer 25 Of 34 questions.

Based on the result of the research, the writer found that the highest score for listening test is 60, and the lowest score is 16. The accumulated result is 2841. The test results are shown in the following table:

Table 3. The Result of Listening Comprehension Test

Subject Number	Score of Listening Test
1	60
2	48
3	44
4	44
5	40
6	28
7	48
8	44
9	20
10	36
11	16

12	44
13	40
14	40
15	32
16	48
17	52
18	32
19	40
20	24
21	28
22	28
23	56
24	36
25	32
26	40
27	36
28	20
29	48
30	56
31	64
32	40
33	48
34	36
35	40

36	48
37	49
38	52
39	36
40	64
41	24
42	40

43	28
44	28
45	52
46	44
47	40
48	40
49	52
50	44
51	52
52	40
53	24
54	48
55	28
56	40
57	40
58	40
59	16
60	28
61	32
62	44
63	36
64	32
65	40
66	48
67	60
68	44

  

69	20
70	24
71	16
72	60

To know the students' English listening comprehension skill, the writer classifies the data into five categories namely very poor, poor, fair, good, and excellent. The classifications of the categories are seen in the following table:

Table. 4. The Frequency Distribution of the Students Test Result and the Classification

No	Score	Frequency	Percentage	Category
1	0-49	60 students	83,33 %	Very low
2	50-59	8 students	11,11 %	Low
3	60-69	4 students	5,55 %	Fair
4	70-79	-	-	Good excellent
5	80-100	-	-	Excellent
	Total	72 student	100 %	

The table above shows that the students' English listening comprehension skill based on the categories are 60 students are in very weak category (83,33%), 8 students are in weak category (11,11%), 4 students are in fair category (5,55%), and no students are in good nor excellent category.

To know the students' English listening comprehension skill generally, the writer applies "mean" statistical formula below:

$$M = \frac{\sum X}{N}$$

$$= \frac{2841}{72}$$

$$= 39,45$$

Based on the result of the applied formula above, the total score 2841 of 72 students, and the mean score is 39,45. The mean score 39,45 shows that the students' habit in listening to English songs level is very weak level.

### Discussion

The next step in this research is finding the XY, X<sup>2</sup>, and Y<sup>2</sup> of the data. They are seen in the following table:

Table 5. Working Table of Data Analysis

Subject	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	88	60	5280	7744	3600
2	64	48	3072	4096	2304
3	54	44	2376	2916	1936
4	70	44	3080	4900	1936
5	72	40	2880	5184	1600
6	74	28	2072	5476	784
7	66	48	3168	4356	2304
8	88	44	3872	7744	1936
9	78	20	1560	6084	400
10	76	36	2736	5776	1296
11	58	16	928	3364	256
12	76	44	3344	5776	1936

13	48	40	1920	2304	1600
14	70	40	2800	4900	1600
15	84	32	2688	7056	1024
16	62	48	2976	3844	2304
17	92	52	4784	8464	2704
18	78	32	2496	6084	1024
19	60	40	2400	3600	1600
20	70	24	1680	4900	576
21	62	28	1736	3844	784
22	68	28	1904	4624	784
23	70	56	3920	4900	3136
24	64	36	2304	4096	1296
25	64	32	2048	4096	1024
26	66	40	2640	4356	1600
27	69	36	2484	4761	1296
28	80	20	1600	6400	400
29	66	48	3168	4356	2304
30	60	56	3360	3600	3136
31	72	64	4608	5184	4096
32	68	40	2720	4624	1600
33	64	48	3072	4096	2304
35	50	40	2000	2500	1600
36	66	48	3168	4356	2304
37	68	49	3332	4624	2401
38	70	52	3640	4900	2704
39	60	36	2160	3600	1296
40	52	64	3328	2704	4096
41	64	24	1536	4096	576
42	52	40	2080	2704	1600
43	64	28	1792	4096	784
44	82	28	2296	6724	784
45	68	52	3536	4624	2704
46	52	44	2288	2704	1936
47	66	40	2640	4356	1600
48	58	40	2320	3364	1600
49	94	52	4888	8836	2704
50	64	44	2816	4096	1936
51	68	52	3536	4624	2704
52	48	40	1920	2304	1600
53	48	24	1152	2304	576
54	62	48	2976	3844	2304
55	64	28	1792	4096	784
56	64	40	2560	4096	1600

57	52	40	2080	2704	1600
58	76	40	3040	5776	1600
59	58	16	928	3364	256
60	70	28	1960	4900	784
61	60	32	1920	3600	1024
62	66	44	2904	4356	1936
63	58	36	2088	3364	1296
64	74	32	2368	5476	1024
65	70	40	2800	4900	1600
66	80	48	3840	6400	2304
67	58	60	3480	3364	3600
68	48	44	2112	2304	1936
69	68	20	1360	4624	400
70	56	24	1344	3136	576
71	44	16	704	1936	256
72	42	60	2520	1764	3600
<b>72 = N</b>	<b>4741</b>	<b>2841</b>	<b>187616</b>	<b>320801</b>	<b>121761</b>

The next step is analyzing the data by using Pearson rough number correlation formula. The formula is:

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

Where:

$r_{xy}$  : Coefficient correlation between correlated variables x and y

N : The total number of the students

X : Students' habit in listening to English songs

Y : Students' English listening comprehension skill

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{72 \times 187616 - (4741)(2841)}{\sqrt{\{72 \times 320801 - 4741^2\} \{72 \times 121761 - 2841^2\}}} \\
 &= \frac{13508352 - 13469181}{\sqrt{\{23097672 - 22477081\} \{8766792 - 8071281\}}} \\
 &= \frac{39171}{\sqrt{620591 \times 695511}} \\
 &= \frac{39171}{\sqrt{431627867001}} \\
 &= \frac{656983.92}{39171} \\
 &= \mathbf{0.0596}
 \end{aligned}$$

After finding the result of the calculation by using correlation formula, the writer recalculates the data by using the *Statistical Package for the Social Science (SPSS)* in order to confirm the calculation result, and the result is 0,060, which is the roundness of 0,0596. The result from the *SPSS* is seen in the following table:

Table 6. SPSS Correlation result **Correlations**

		Listening score	Habit
listening score	Pearson Correlation	1	.060
	Sig. (2-tailed)	.	.619
	N	72	72
Habit	Pearson Correlation	.060	1
	Sig. (2-tailed)	.619	.
	N	72	72

Based on the result of the calculation above, it is known that  $r_{xy}$  is 0,0596. To test the hypothesis of the research there are two steps that the writer have performed. Firstly, the writer consulted to the table of standard classification of correlation degree below:

Table 7. Standard Categories of “r” Product Moment Value

The value of “r” Pearson product moment ( $r_{xy}$ )	Interpretation
0,80 – 1,00	There is a very strong correlation between variable X and variable Y
0,60 – 0,80	There is a strong correlation between variable X and variable Y
0,40 – 0,60	There is a fair or moderate correlation between variable X and variable Y
0,20 – 0,40	There is a weak correlation between variable X and variable Y
0,00 – 0,20	The is a correlation between variable X and variable Y, but the correlation is so very weak that the correlation is disregarded, or, in other words, there is no correlation between variable X and variable Y.

From the table above, it is seen that the  $r_{xy}$  0,0596 means that the correlation between variable X and variable Y in this research is very weak. So, the very weak correlation is disregarded. It means there is no correlation between variable X and variable Y in this research.

Secondly, in order to confirm the first step, the writer consulted to the table of “ $r$ ” value, then found out that the “ $r$ ” value for  $N=70$  is 0,235 for 5% significance degree and 0,306 for 1% significance degree. It is clear that  $r_o < r_t$ .

$$r_{xy} \text{ or } r_o = 0,059$$

$$r_t = 0,235 \text{ \& } 0,306$$

$$r_{xy} \text{ or } r_o < r_t$$

It means that the hypothesis null ( $H_o$ ) is accepted and hypothesis alternative ( $H_a$ ) is denied. Therefore, the conclusion is that there is no correlation between students’ habit in listening to English songs and their listening comprehension skill.

## CONCLUSION

After conducting the research, presenting and analyzing the data of the result of the research that has been conducted to the seventh semester students of English Department of Tarbiyah Faculty IAIN Antasari Antasari Banjarmasin academic year 2012/2013, the writer concluded that:

1. From 72 students of English department of Tarbiyah Faculty IAIN Antasari Banjarmasin, the result of the research about habit strength in listening to English songs shows that 6 students are in very weak category (8,33%), 12 students are in weak category (16,66%), 29 students are in fair category (40,27%), 17 students are in strong category (23,61%), 8 students are in very strong category (11,11%). The calculation of the mean of students’ habit strength is 65,8 which means the students habit strength in listening to English songs is in fair level.
2. From the result of the listening test, it shows that 60 students are in very weak category (83,33%), 8 students are in weak category (11,11%), 4 students are in fair category (5,55%), and no students are in good nor excellent category. And the calculation of the mean of students listening comprehension skill is 39,45, which means the students’ listening comprehension skill is in very weak level.
3. The result of data analysis shows that the correlation value ( $r_{xy}$ ) between students’ habit in listening to English songs and their listening comprehension skill is 0,0596. For  $N = 72$  “ $r$ ” table for 5% significance is 0,235 and for 1% significance is 0,306. It appears that  $r_{xy} 0,0596 < 0,235$  and 0,306. It means that the hypothesis null ( $H_o$ ) is accepted and hypothesis alternative ( $H_a$ ) is rejected. Therefore, the conclusion is that there is no correlation between students’ habit in listening to English songs and their listening comprehension skill.

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