

Students' Habit of Listening to English Songs and Pronunciation Ability in Learning English

Hernita Pamel¹, Christa Vike Lotulung^{*2}

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Klabat, Manado, Indonesia
e-mail: ¹s21810577@student.unklab.ac.id, ^{2*}lotulungch@unklab.ac.id

Abstract

In learning English, one of the obstacles experienced by students is their pronunciation ability in learning English. Therefore, this study aims to determine the relationship between students' habits of listening to English songs and their pronunciation abilities in learning English. This research used quantitative methods, and the respondents were 69 students in class 8A, B and F of SMP Negeri 2 Airmadidi. The sampling technique used in this research was convenience sampling and a questionnaire as the instrument. The questionnaire used in this research was adopted from Olah (2018), and originally from Arsyida (2018). The findings of this research descriptively showed that students' listening habits in English songs ($M= 2.7686$) were medium criteria, and their pronunciation ability ($M=85.43$) was a good percentage. The research results also found $p\text{-value} = 0.072 > 0.05$ and the correlation coefficient ($r = 0.308$) can be concluded that there is no significant correlation between students' habits of listening to English songs and their pronunciation abilities in learning English.

Keywords— listening to English songs, pronunciation ability, students' habit

Abstrak

Dalam pembelajaran bahasa Inggris, salah satu kendala yang dialami siswa adalah kemampuan pengucapan mereka dalam belajar bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan siswa mendengarkan lagu berbahasa Inggris dan kemampuan pengucapan mereka dalam belajar bahasa Inggris. Penelitian ini menggunakan metode kuantitatif, dan respondennya berjumlah 69 siswa kelas 8A, B, dan F SMP Negeri 2 Airmadidi. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah convenience dan kuesioner sebagai instrumennya. Kuesioner yang digunakan dalam penelitian ini diadopsi dari Olah (2018), dan aslinya dari Arsyida (2018). Temuan penelitian ini secara deskriptif didapati bahwa kebiasaan siswa mendengarkan lagu berbahasa Inggris ($M= 2.7686$) dengan kriteria sedang, dan kemampuan pengucapan ($M=85.43$) dengan persentase baik. Hasil penelitian juga mendapati $p\text{-value} = 0.072 > 0.05$ dan koefisien korelasi ($r = 0.308$) dapat disimpulkan bahwa tidak ada korelasi yang signifikan antara kebiasaan siswa mendengarkan lagu berbahasa Inggris dan kemampuan pengucapan mereka dalam belajar bahasa Inggris.

Kata kunci—kebiasaan siswa, kemampuan pengucapan, mendengarkan lagu bahasa Inggris

INTRODUCTION

Listening, reading, writing, and speaking are the four skills that must be learned in the English language. The habit of listening is referred to as a listening habit in the context of language learning. According to Arevalo (2010), students who are accustomed to hearing would have a good understanding of listening. It means the listening habit make them understood what they heard. Supported by Kurniati (2016) students' listening habit would make them enrich their vocabulary for everyday communication. It means students' habit of listening would help them to learn English. It demonstrates that listening to English songs is the simplest method of word improvement (Nurkolip, 2019). It shows that listening habit is an important skill in learning English.

Students with the habit of listening to English songs can help to pronounce correctly every word they hear in the songs. According to Santoso (2016), pronunciation is a segmental perception in which there is a modified speech stream. This Proves that listening to English songs makes it easier for students to practice their pronunciation ability. This is supported by Fitria and Asrori (2022) in their research students may improve their ability to pronounce words well through media such as English songs. In a sense, listening to English songs become an easy medium for students to develop their ability to pronounce words. Pronunciation is a practice that gives the sound of each letter in actual words (Purmawati, 2018). Therefore, pronunciation of words is related to correct articulation and intonation.

The researcher found several problems in students' habit of listening to English songs. Firstly, the speed of the songs. Based on the research found in China by Goh (2000) when students listened to English songs, they could only hear part of words. Secondly, students find it difficult to focus. A researcher found that among gifted students in Malaysia by Yunus, et al. (2013), there are a lot of students did not like listening to English songs. For this reason, listening to English songs was not effective in learning English. Lastly, the researcher found the case from SMP Negeri 1 Kampar Timur, Riau by Lailatuzzakiya (2020) shows the highest data is the mean score p (3.30) which showed us these students always hear English songs, and the lowest mean score p (2.13), it indicates that although they do not do it everyday students' frequently listen to English songs. This showed us that at the school at the country level, there is still a problem with students' habit of listening to English songs.

Furthermore, the researcher also found several problems in students' pronunciation abilities. Including the failure of speech due to pronunciation that was not understood. Based on research conducted at California University, Yoshida (2013) even if students have lots of vocabulary if the pronunciation is incorrect, they still fail in pronounced the word. Then, pronunciation is influenced by the mother tongue. Based on research at Sudan University by Hassan (2014) the researcher found whether the replacement of pronunciation affects the mother tongue, so students mispronounce in a foreign language such as English that they learned. In addition, students have difficulty understanding the speech of the speaker. Research at Universitas Islam Negeri Maulana Malik Ibrahim by Habibi (2016) stated in a combination of word pronunciation, the listener would mispronounce because of the different speech the pronunciation of the word. That means pronunciation problems are still an obstacle for students in level countries in learning English.

Moreover, the researcher interested in determining whether is there a correlation between students' habit of listening to English songs and their pronunciation ability. First, the researcher inquired about the SMP Negeri 2 Airmadidi students' tendency to listen to English songs and their pronunciation abilities when learning English. Several pupils, based on their responses, seemed to like listening to English songs but were hesitant to pronounce the words they heard. Then, they lack an opportunity to practice. The researcher provided songs for students to listen and practice pronouncing the words they heard. Nevertheless,

several students tried to pronounce the words they had heard, but they still made mistakes. Furthermore, several students listen to English music frequently but are unaccustomed to pronouncing the words they heard because they are illiterate in how to do it. They had trouble pronouncing words since they didn't listen to English songs as often as other people, it was discovered. To support the example above, Lengkoan (2017) stated that developing a practice of listening to English songs can improve word pronunciation.

Additionally, based on the researcher's personal experience, the researcher began learning English while still in high school and struggled in learning English. Another thing was that learning English by simply listening to English music is quite challenging for scholars. The researcher's started examining the word pronunciations heard through English songs as they became more acclimated to listening to English songs. Therefore, the researcher's experience can spur students to learn English with listening to English songs and their pronunciation abilities when studying English. Based on the background explained previously, this research aims to determine the relationship between students' habits of listening to English songs and their pronunciation abilities in learning English.

RESEARCH METHODS

To conduct this study, the researcher used a quantitative method. This study is called quantitative research because it used questionnaires and tests. Based on Apuke (2017) stated that strong research is research related to quantification and analysis of variables to obtain the result and this type of research is also related to numerical data that requires certain techniques or methods. It means the quantitative method is a research method that deals with the calculation of numbers. Supported by Yilmaz (2013) research method that explained an event based on the data calculation of analysis results through statistics. It means the quantitative method is a method that requires the results of statistical. Anderson (2018) stated quality research is related to the calculation of results that are easy to convert into numbers. Therefore, in this study the researcher used the correlation method to see the correlation between the habit of listening to English songs and students' pronunciation ability. Based on Schober, et al. (2018) correlation is the existence of a relationship between two variables. Thus, the researcher used a design of correlation, a quantitative study.

Population and Respondents

Respondents in this research were Grades 8A, B, and F students of SMP Negeri 2 Airmadidi. Class 8A took pilot study data with the number students were 34 but 4 students were not present so for the pilot study only 30 students participated. Therefore, for real study was class 8B and F, with the number of students being 35 students and all students participated in the questionnaires. Lastly, the total of all respondents was 69 students. In this study, the researcher used convenience sampling. Based on Taherdoost (2016) sampling convenience refers to students who are willing to fill out the questionnaires. Researcher chose Grades 8A, B, and F as a research class because researcher have made observations before. Therefore, researchers showed that there were problems in learning English, more specifically in pronouncing words in English. In other words, there was a problem with students' technique in learning English.

Instrument

In collecting data, the instrument in this study was a questionnaire divided into 3 indicators namely, repetitive action, attention and getting the meaning with 2 item numbers, positive and negative, and an original from Arsyida (2018). The questionnaire used is 18 items for students' habit of listening to English songs, Therefore, the total number of questionnaires was 18 items with two categories, positive and negative items. The positive items were 1, 2, and 3, with repetitive action indicators. numbers 4, 5, and 6 with attention

indicators, and 7, 8, and 9 with indicators getting the meaning. Negative items were 10, 11, and 12 with the repetitive action indicator, the numbers 13, 14, and 15 with the attention indicator, and 16, 17, and 18 with the indicator getting the meaning, and all the items have been translated into Indonesian. In this item, there were 4 classifications of the category of assessment in the questionnaire. and the result was taken from the results they gave. Then the category assessment in the questionnaire would be seen in the following table:

Table 1. The Category of Assessment in the Questionnaire

Classification	The Score for Positive Items	The Score for Negative Items
Always	4	1
Sometimes	3	2
Seldom	2	3
Never	1	4

The table 1 explained about the choices in the question items. In other words, the category of assessment in the questionnaire with 4 classification that divided into 2 scores namely, positive items and negative items. Therefore, before the researcher distributes all these questionnaires, the researcher would re-examine and consult the advisor also the statistics department to prove whether the questionnaire has been valid or not.

The researcher conducted a pilot study to find the validity and reliability questionnaire. The pilot study conducted at SMP Negeri 2 Airmadidi. Before respondents fill out the questionnaire, the researcher provided several explanations on how to fill out the questionnaire so that respondents fill out the questionnaire properly. Furthermore, researcher distributed the questionnaire to 30 students in Grade 8 parallel A in the academic year 2023/2024. The time used is about 20 minutes for the questionnaire. Then, the researcher collected the answer sheets. Furthermore, the researcher explained in conducting tests for the display of variable Y data, namely pronunciation ability. Then, the researchers conducted personal tests to 30 students. It took about 25 minutes. Finally, the researcher filled the data in Excel and asked the statistics department to run the data to find out the validity and reliability using statistical tools.

Validity and reliability are used to see whether the items from the questionnaire used were valid or not. The data was analyzed using statistical tools. For validation, the researcher used Pearson Correlation and used reliability analysis scale. Furthermore, if the item > 0.05 , it means that the data is valid. Then, the researcher used Cronbach's Alpha formula to prove valid items in the questionnaires to check the reliability of each item. If the item is > 0.70 it indicates the item is reliable enough to support this study (Noor, 2014). The researcher has validated the questionnaire. Furthermore, from the calculation of statistical data of the 18 items, there were 10 numbers of valid items, namely numbers 1, 2, 3, 5, 6, 9, 10, 11, 17, 18. It was valid because the total Pearson correlation was above 0.373. Therefore, 8 numbers were invalid items, namely numbers 4, 7, 8, 12, 13, 14, 15, and 16, because the total person correlation was less than 0.373. Lastly, the reliability of the questionnaire with Cronbach's Alpha was 0.705 which indicated the reliability of a questionnaire. Supported by Putri and Kurnia (2015) Cronbach's Alpha analysis is required to determine the consistency and reliability of variables in measurement.

Procedure

The researcher followed the following procedures. First, the researcher met the principal of the school to ask permission and arrange the best time to conduct research directly at the school. Second, when permission from the school was granted, the researcher met the homeroom teacher to discuss the detail of the distribution of the questionnaires that would be distributed by the teacher, so the researcher first consulted with the grade 8

homeroom or English teacher at SMP Negeri 2 Airmadidi about the duration of time given. Third, when the agreement had been made with the teacher there, the researcher immediately arranged an appointment with the teacher and came to distribute the questionnaires and tests to collect the data. Fourth, on the day and hour that had been agreed upon with the teacher, the researcher collected data by first giving a brief background of the purpose of the data collection and how to fill out the questionnaires and the test. Fifth, after all the questionnaires and tests filled in, the researcher thanked the students and teachers. Finally, the researcher analyzed and interpreted both data to be collected.

When distributing the questionnaires, the researcher explained to the respondents how to fill out the questionnaires that the researcher would share later. Therefore, the researcher would not force the respondents to fill out the questionnaires, but the researcher asked the respondents to fill out the questionnaire with a willingness of heart, as much as they can, and honestly. Moreover, the researcher would not ask respondents to write their names or other identities in the questionnaires. The researcher only asked for their attendance number, if the respondents already agreed, the researcher would immediately hand out a questionnaire sheet to fill out

Data Analysis Techniques

The researcher analyzed the data using statistical tools. The researcher determines the general category of variable X, and then ascertains the result of variable Y. Therefore, the researcher would calculate the mean score of both variables based on that outcome. Therefore, the researcher used the Spearman Rank because after the normality test the results of the data distribution were not normal. This non-parametric analysis has been used to find out the correlation between variables. Furthermore, From the results of the criteria that respondents choose, the results would be seen in the following table:

Table 2. The Criteria of Students' Habit of Listening to English Songs

No.	Range	Criteria
1	0.00 – 1.49	Very Low
2	1.50 – 2.49	Low
3	2.50 – 3.49	Moderate
4	3.50 – 4.49	High
5	4.50 – 5.00	Very High

The formula for students' pronunciation ability is score = (Students' correct answer/Total number of items) x 100. Therefore, the interpretation of the percentage for students' pronunciation ability would be shown in the following table:

Table 3. Percentage of Pronunciation Ability

Percentage Ability (%)	Criteria
86 – 100	Very Good
76 – 85	Good
60 – 75	Enough
55 – 59	Poor
≤ 54	Very Poor

This table showed, there were lime ranges for pronunciation ability namely, 86 – 100% (Very good), 76 – 85% (Good), 60 – 75% (Enough), 55 – 59% (Poor), and < 54 (Very poor).

To interpret the data the researcher used the Likert Scale to interpret the correlation between students' habit of listening to English songs. By looking at p-value and

Correlation Coefficient (r). Supported by Hidayat (2017) verified that the difference must be seen at (p-value < 0.05) to determine whether it is significant. Finally, the correlation could be seen in the following table.

Table 4. Interpretation of The Data Correlation

Correlation Coefficient	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.80 – 1.000	Very High

RESULTS AND DISCUSSIONS

The results of the descriptive and bivariate analysis in the form of a description of the frequency distribution and average value of each variable can be seen in the following table:

Tabel 5. Percentage of Students' Habit of Listening to English Songs and Pronunciation Ability

Category of Listening to English Songs	Frequency	Percent (%)
Low	12	34.3
Moderate	19	54.3
High	4	11.4
Total	35	100.0
Category of Pronunciation Ability		
Very Poor	1	2.9
Enough	6	17.1
Good	7	20.0
Very Good	21	60.0
Total	35	100.0

In table 5, it can be seen that the category of listening for English songs is dominant in the moderate category (54.3%), followed respectively by the low category (34.3%), and the high category (4%). Likewise, the category of pronunciation ability is dominated by the very good category (60%), followed respectively by the good (20%), enough (17.1%), and very poor (2.9%).

Tabel 6. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Student's Habit of Listening	35	1.80	3.70	2.76	0.58
Pronunciation Ability	35	50	100	85.43	13.79

The result of the variables, students' habit of listening to English songs and the correct pronunciation of words were explained using descriptive statistics. The results showed that students' habit of listening to English songs has a mean value of 2.76 (std. deviation 0.58). This shows that students' habit of listening to English songs meets the moderate criteria. Supported by Putri (2023) the results of her research, found that students' habit in listening to English songs were in the moderate category. However, pronunciation ability with mean score was 85.43 (std. deviation 13.79). This result shows that pronunciation ability was in the range of 76% - 85% with good percentage. Supported by Azzahroh (2022) pronunciation ability in learning English is included in the good percentage was 78 which in the ranged 77% - 85%.

Tabel 6. Correlation between Students' Habit of Listening to English Songs and Pronunciation Ability

	Variable	Coefficient Correlation	p-Value
Spearman's Rho	Student's habit of Listening and Pronunciation Ability	0.308	0.072

Based on Table 6, it shows the result of whether a correlation between these two variables is there or not. Based on the correlation coefficient significant (2-tailed) of students' habit of listening to English songs with p - value is greater than 0.05 (p-value = 0.072 > 0.05) therefore statistically there is no significant correlation. While the significant (2-tailed) correlation coefficient of pronunciation ability with the Correlation Coefficient (r) is 0.308 (r = 0.308) means Low (it means not significant to alpha 5% because the p-value is greater than 0.05 (p-value > 0.05)).

Understanding other people's speech is a very important skill to learn before someone can communicate. Listening has a very crucial role in daily interactions and in educational efforts. Listening is a way that is often used to communicate in everyday life. Used as a means of broad language communication. Most people are more likely to think about listening to other people, listening to the radio, and listening to music. Listening has a big impact on the ability to master English. In general, listening skills are very important things that students must master in the process of learning a language such as English (Sinta et al., 2021).

Nowadays, English language skills are very necessary for communication. English language skills are important things that everyone must have, including students. There are many ways you can improve your English language skills; one way is to use songs. From the results of research conducted by (Farhansyah et al., 2023), the conclusion is drawn that using songs to improve English language skills is an effective way because songs are easy to find in students' lives. Using songs can help students develop their listening and pronunciation skills, which can also increase their vocabulary. Likewise, research conducted by Megawati et al., (2021), found that the habit of watching English language films using English subtitles can encourage students to have good English-speaking skills because speaking requires mastery of vocabulary as well as the arrangement of words, phrases, sentences as well as the meaning conveyed. The results of this research showed that high speaking ability was influenced by film watching habits. There is a positive relationship between the habit of watching English language films with English subtitles and speaking ability. If the level of habit of watching films in English is high, then the ability to speak English is also high and if the level of habit of watching films in English is low then the ability to speak English is also low.

In contrast to the research findings that researchers obtained, there is not enough evidence to state that there is a meaningful correlation between the habit of listening to English songs and students' English pronunciation abilities. A positive low correlation coefficient indicates a weak correlation between these variables, even at an alpha of 5% it is not significant. This means that there is a higher than 5% chance that the observed weak positive correlation could occur due to random variation in the sample data rather than an actual relationship in the population. This indicates that based on the current sample, there isn't enough evidence to conclude that the relationship observed is present in the broader population. The researcher assumes that the sample size in this study is still small so there is not enough evidence to prove the close relationship between the variables studied, so it is possible that data will need to be collected from a larger sample. However, researchers also need to pay attention to various other factors that enable students to train and improve their pronunciation skills in English.

Based on the descriptive findings of this research, the respondents' dominant pronunciation ability variable was in the very good category, but the habit of listening to English songs variable was dominant in the moderate category. This means that good pronunciation abilities do not necessarily occur just because of the habit of listening to English songs, but other factors need to be studied further which enable students to be able to display optimal pronunciation abilities.

A person's English language ability can be influenced by various complex and interrelated factors. Although the habit of listening to English songs can contribute positively, there are many other factors that also play an important role in learning and mastering this language. The environment is a very influential factor. Someone who is in an environment where English is often used in daily communication tends to have better English language skills (Leong & Ahmadi, 2017). This can happen at home, school, work, or a community that encourages active use of English. Formal education has a big impact on English language skills. A school curriculum that includes intensive and quality English language learning will help students understand structure, grammar and vocabulary better (Poedjiastutie et al., 2018). Competent teachers and effective teaching methods also greatly determine learning outcomes (Shishavan & Sadeghi, 2009).

Personal motivation and interest also play an important role. Someone who has a high interest and motivation to learn English, whether for academic, professional or personal purposes, tends to master this language more quickly and effectively. Motivation can come from a desire to communicate with people from different parts of the world, pursue higher education, or get better job opportunities (Lashari et al., 2017). Furthermore, practice and active use are the main keys to language acquisition. Using English in daily conversations, writing, reading and listening to English content will improve your skills significantly. Hands-on experience in speaking and writing in English helps one understand the context, idioms, and nuances of the language better (Anggraini, 2022).

Apart from that, media and technology also play a role in enriching English language skills (Anwas et al., 2020). Access to various platforms such as films, podcasts, books and articles in English can improve language comprehension and skills. Technology such as language learning apps also provide interactive and fun ways to learn (Demirci & Çelik, 2023). No less important, psychological factors such as self-confidence and courage to try speaking a foreign language influence a person's ability to speak English. Often, psychological barriers such as the fear of making mistakes can hinder the learning process (Arifin & Arifin, 2017). Lastly, interaction with native speakers provides its own benefits. Interacting directly with them helps one understand accents, intonation, and language usage in real cultural contexts. Overall, English language ability is the result of a combination of various factors, including environment, education, personal motivation, active practice, media and technology, and psychological factors. Each individual may experience the influence of these factors in different ways, depending on their individual situations and conditions.

CONCLUSIONS

Based on the results obtained, it can be concluded that the way students learn English is not entirely using songs. In addition, it can be seen that students have only a moderate level in their habit of listening to English songs. However, after linking the two variables it was found that statistically students' habit of listening to English songs did not have a strong influence on pronunciation ability.

RECOMMENDATIONS

This study provided recommendations based on the final results of this study. This research helped students to use other ways to learn English so they can learn English optimally. Because the result of this study provided evidence that listening to English songs

only does not have an impact on the pronunciation of English words. Based on the results, the student's pronunciation ability is good, so this research recommends that students continue to train their tongues in pronouncing words in English. Because it would help them maintain their pronunciation ability in learning English. A recommendation is given to English teachers to provide more motivation and creativity in teaching English. This can be done by familiarizing students with activities of listening to English songs to train and motivate their way in learning English. Future research should consider additional variables and possibly larger samples to better understand the dynamics between study habits and academic performance.

REFERENSI

- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of pharmaceutical education*, 74(8). <https://www.ajpe.org/content/74/8/141>
- Anggraini, A. (2022). Improving students' pronunciation skill using ELSA speak application. *Journey: Journal of English Language and Pedagogy*, 5(1), 135–141. <https://doi.org/10.33503/JOURNEY.V5I1.1840>
- Anwas, E., Anwas, E., Sugiarti, Y., Permatasari, A., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H., & Rivalina, R. (2020). Social media usage for enhancing english language skill. In *International Journal of Interactive Mobile Technologies*, 14(15). <https://doi.org/10.3991/ijim.v14i07.11552>
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.
- Arevalo, E. A. R. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos de lingüística hispánica*, (15), 121-138. <https://www.redalyc.org/pdf/3222/322227521008.pdf>
- Arifin, W. L., & Arifin, W. L. (2017). Psychological problems and challenge In EFL speaking classroom. *Register Journal*, 10(1), 29–47. <https://doi.org/10.18326/rgt.v10i1.29-47>
- Arsyida, C. M. (2018). Correlation between students' habit of listening to English songs and pronunciation mastery toward the speaking ability of the tenth-grade students of SMK Batik 1 Surakarta in academic years 2017/2018. The State Islamic Institute of Surakarta. Retrieved from: <https://www.semanticscholar.org/paper/Correlation-Between-Students%E2%80%99-Habit-of-Listening-to-Arsyida-Yusti/785079fd22870e7c1b2066548da1dad7860c8f4c>
- Azzahroh, A. Q. A. N. (2022). A correlational study between pronunciation ability and speaking skill of the students at junior high school. Retrieved from: <https://ecampus-ip.umj.ac.id/h/umj/c8usNFhyMrt1trGbp35p4vYbw0nkDq9.pdf>
[e_pronunciation_of_english-16pt20190923-101914-mz1v15.pdf](https://ecampus-ip.umj.ac.id/h/umj/c8usNFhyMrt1trGbp35p4vYbw0nkDq9.pdf)
- Demirci, C., & Çelik, S. (2023). The effect of technology-enriched foreign language teaching on special talented individuals' english attitude. *Osmangazi Journal of Educational Research*, 10 (Special Issue), 45–70. <https://doi.org/10.59409/OJER.1359998>

- Farhansyah, M., & Anggraini, F. (2023). Analisis penggunaan lagu untuk meningkatkan kemampuan berbahasa Inggris mahasiswa. *Indonesian Journal of Innovation Multidisipliner Research*, 1(1), 10-20. <https://multidisipliner.org/index.php/ijim/article/view/2>
- Fitria, R., & Asrori, I. (2022). Improving students' pronunciation skills by using songs at 11th grade of SMK Pangeran Jayakarta. *Jurnal Web Informatika* 7(1). <https://ejurnal-wit.ac.id/index.php/J-WIT/article/view/41>
- Goh, C. C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Habibi, M. W. (2016). English pronunciation problems encountered by Indonesian advanced students (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim). Retrieved from: <http://etheses.uin-malang.ac.id/id/eprint/4094>
- Hassan, E. M. I. (2014). Pronunciation problems: A case study of english language students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Kurniati, E. (2016). The correlation of students' listening habit in english conversation with vocabulary mastery of the second semester students' english education at teacher training and education faculty at Batanghari University academic year 2015/2016. *Jurnal Ilmiah Dikdaya*, 29-39. <http://dika.unbari.ac.id/index.php/dika/article/view/4>
- Lailatuzzakiya, S., & Sari, N. (2020). Exploring students' learning strategy: Will listening to english song enhance speaking skills? In *International Conference on English Language Teaching (ICONELT 2019)* (pp. 122-129). Atlantis Press. <https://www.atlantispress.com/proceedings/iconelt-19/125939225>
- Lashari, A. A., Mashori, G. M., Abbasi, A. M., Talpur, Q., Zulfiqar, S., Bhutto, A., Correspondence, P., Ajab, & Lashari, A. (2017). Motivation to learn english language: A study of Shah Abdul Latif University, Khairpur, Sindh. *International Journal of English Linguistics*, 8(1), p15. <https://doi.org/10.5539/IJEL.V8N1P15>
- Megawati, M., Harimurti, E. R., Nurwiati, N., & Nurhasanah, N. (2021). Hubungan antara kebiasaan menonton film berbahasa Inggris menggunakan English subtitle dan kemampuan berbicara bahasa Inggris. *Research and Development Journal of Education*, 7(2), 363. <https://doi.org/10.30998/rdje.v7i2.8594>
- Poedjiastutie, D., Akhyar, F., Hidayati, D., & Nurul Gasmi, F. (2018). Does curriculum help students to develop their english competence? A case in Indonesia. *SSRN Electronic Journal*. <https://doi.org/10.2139/SSRN.3201937>
- Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an effective english language teacher as perceived by Iranian teachers and learners of English. *English Language Teaching*, 2(4), 130-143.

- Sinta, N. K., Murtini, N. M. W., & Kumara, D. G. A. G. (2021). The correlation between listening English songs habit with speaking achievement of the tenth-grade students of SMK SMSR Ubud in academic year 2020/2021. *Academic Journal on English Studies (AJOES)*, 1(1), 42-47.
<https://ejournal.unmas.ac.id/index.php/ajoes/article/view/2161>
- Lengkoan, F. (2017). A study on the use of songs to improve students' pronunciation and listening skills. *Journal of English Language and Literature Teaching*, 2(02).
<https://www.academia.edu/download/68097492/8.pdf>
- Leong, Lai Mei, & Ahmadi, Seyedeh Masoumeh. (2017). An analysis of factors influencing learners' English-speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. SID. <https://sid.ir/paper/349619/en>
- Nurkolip, D. (2019). Students' english' vocabulary mastery as seen from their habit in listening English musics. *English Education: Journal of English Teaching and Research*, 4(2), 93-103. <http://ojs.unpked.iri.ac.id/index.php/inggris/article/view/13567>
- Parmawati, A. (2018). The study correlation between reading habit and pronunciation ability at the second-grade students of IKIP Siliwangi. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 6(1), 46-52. <http://www.e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/1038>
- Putri, A. P. A. (2023). The correlation between habit of listening to English songs and their vocabulary mastery (Doctoral dissertation, Universitas Muhammadiyah Yogyakarta). Retrieved from: <https://etd.umy.ac.id/id/eprint/39247/>
- Santoso, S. H. (2016). Singing an English Song to Improve Student's Pronunciation at Sixth Grade Elementary School in Mi Faqih Hasyim Buduran Sidoarjo (Doctoral Dissertation, UIN Sunan Ampel Surabaya). Retrieved from: <http://digilib.uinsby.ac.id/6424/>
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & analgesia*, 126(5), 1763-1768.
<https://doi.org/10.1213/ANE.0000000000002864>
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education Research, Development and Policy*, 48(2), 311-325.
<https://doi.org/10.1111/ejed.12014>
- Yoshida, M. T. (2013). Understanding and teaching the pronunciation of English. Oakland: The University of California. Retrieved from: https://teachingpronunciation.weebly.com/uploads/9/5/9/1/9591739/understanding_and_teaching_the_pronunciation_of_english.pdf
- Yunus, M. M., Sulaiman, N. A., & Embi, M. A. (2013). Malaysian gifted students' use of English language learning strategies. *English Language Teaching*, 6(4), 97- 109.
<https://eric.ed.gov/?id=EJ1077010>