

CHAPTER I

INTRODUCTION

This chapter discusses about Introduction of the research. In this chapter researcher try to explain about background of this research. On this chapter consists of the Background of the Research, Setting of the Research, Limitation of the Research, Formulation of the Research, Purpose of the Research, Significance of the Research, and Definition of Key Terms.

A. Background of the Research

One language that connects all countries in the twenty-first century is English. English is a language that is widely used (Crystal, 2003). English is used as the primary language of communication in almost every country. English has been embraced by many countries as their official or predominant language. English is used in practically every aspect of life, including academia, commerce, trade, and travel. English has several linguistic elements.

The four essential language abilities are speaking, writing, listening, and reading. Our abilities are necessary for learning English. It takes a variety of abilities to comprehend English. Listening is the most frequently used of the four a fundamental English language skills Hedge (2007) in (Zahra et al., 2023). Since it gives pupils the oral input that forms the basis for language acquisition and allows them to engage in spoken conversation, it is regarded as the fundamental ability that needs to be strengthened. It is commonly accepted that this ability plays a significant role in enabling productive skills. As pupils cannot make language before they have heard it, listening should be taught before speaking activities.

"Listening is typically the first language skill to develop in first language users and serves as a gateway to other skills," according to Siegel (2015, p. 16) in (Noventa Harlyn & Suhartono, n.d.). It is obvious that without first giving the students a model of the form they are to produce, it is impossible to expect them to produce a sound that does not exist in their mother tongue or to construct a natural sentence using the stress, rhythms, and intonation of a native speaker of the foreign language. To achieve oral fluency and accuracy, it makes sense to begin by considering the pupils' listening comprehension skills. Students engage in listening as well as speaking throughout a conversation. As they pay attention to the instructor or lecturer in class, students may also take notes, which prepares them for active reading to learn more about the subject at hand.

Listening is a key component of learning. Listening skills are typically followed by speaking, reading, and writing capabilities. Because of the importance of listening in formal educational settings, there has been a lot of discussion on how good listening skills might help students learn more effectively (Lapuk et al., 2023).

One way to encourage students in Indonesia to be more engaged in English classes is to play songs for them in class. The English song will add pleasure and excitement to the teaching and learning process in the English lesson. English songs are excellent for teaching a variety of language skills in addition to being entertaining and intriguing. Songs are a great way to demonstrate the connections between sentences. Students can study song lyrics

and help their ears become more accustomed to English by listening to English music.

Most people these days love listening to music, and students in particular may find it fascinating and a good way to break up the monotony. Slang and lyrical descriptions can be introduced via songs right away, igniting a spirited discussion and encouraging pupils to write creatively in class. According to Cahyono (2010), students can improve their listening skills by listening to English music. Students who listen to English music regularly will become comfortable with new vocabulary because it's likely that they've heard it before. Students should often mimic the beat and words of songs they hear. Students acquire English words more quickly because, as Griffie (1994, p. 4) points out, sensitivity to rhythm is an essential and fundamental first stage in learning a language.

People listen to music, movies, talk shows, speeches, lectures, and world news programs (BBC, CNN, and VOA) for the most of their everyday activities. According to Morley (1991), hearing is the most frequent form of communication in daily life; on average, we listen twice as often as we speak, four times as much as we read, and five times as much as we write. Consequently, it is undeniable that each time we complete the listening exercise (Rosyida, 2016).

The song is entertaining and lively. If it is used imaginatively to close the gap between the enjoyable act of singing or listening and the communicative power of language, it can be incredibly helpful (Maley, 1994). A song can also be a great source of motivation. English songs can effectively University Of Pasir Pengaraian affective learning in EFL classes by generating a peaceful

environment, lowering anxiety levels, igniting students' interests, and inspiring them to learn the language. English song learning will be enjoyable and stress-free for students since they will see English songs as part of their entertainment rather than their coursework (Chen, 2009).

English song is frequently used as part of the learning process. The primary purpose of songs is to improve and introduce English. Berne (2004) states that a learner's initial interaction with the target language is through listening. As a result, enhancing foundational skills is essential for progress. Griffie (1992) asserts that "music has a personal quality that causes the listener to respond to the song." In addition to being entertaining, music can pique one's curiosity about different cultures. This implies that students are personally motivated to learn new vocabulary from the lyrics of their favorite English song as well as the meaning of a term and the message of the song when they listen to it.

Since we can discover songs everywhere and educate our ears to listen, songs are a medium that can help with listening abilities. A student's long-term memory is enhanced when he hears and retains the lyrics of a song taught in class. To comprehend the sound we hear, we use the raw material of words, word arrangements, and the rise and fall of the voice. From this material, we as listeners create our significance, which depends on linguistic information, situational context, and the speaker's intentions (Rivers, 1980). This is another way that listening is a creative skill.

Listening to English for academic purposes (EAP) or English for general/specific academic purposes (EGAP/ESAP) has become essential for

university students in FL contexts where English is the language of instruction (Chou, 2015). L2 and Foreign language learners, who lack linguistic and content knowledge, must work out the meaning of words and sentences with limited working memory for listening (Faerch & Kasper, 1986; Goh, 2002). First-language users automate much of their linguistic processing, including word recognition and syntactic parsing (Chou, 2015b).

The researcher concludes that listening to English songs can significantly improve students' listening abilities, based on personal experience. Songs can help pupils improve their English skills, especially during listening courses. The researcher aims to explore the relationship between students' interest in listening to English songs and their listening skills. The researcher titled this study "The Correlation between Students' Interest in English Songs and Their Listening For Academic Purposes of 5th Semester The University of Pasir Pengaraian."

B. Limitation of the Research

The study's limitation is analyzing the association between students' interest in listening to English songs and their listening skills in learning English on 5th semester english student of Pasir Pengaraian.

C. Formulation of the Research

Based on the background of the research above the formulation is:

1. Is there any correlation between students interest in listening English song and their listening skills?
2. Does habit of listening to songs significantly impact student listening skills on 5th semester at The University Of Pasir Pengaraian?

D. Purpose of the Research

Based on The formulation of the research above the formulation is:

1. To find out correlation between students habit in listening English song and their listening skill on English Students in Universty Of Pasir Pengaraian
2. To find out Impact of habit in listening to songs on English students in University Of Pasir Pengaraian.

E. Significance of the Research

This study is important in three ways.

1. For Students

As a resource to encourage pupils to sharpen their listening abilities when studying English. By understanding the correlation between students' interest in English songs and their listening skills, this study can provide insights into how students can improve their listening comprehension for academic purposes through enjoyable and engaging activities like listening to music.

2. For Teacher

For the purpose to help English teachers think of more entertaining ways to motivate their students to improve their listening abilities. By exploring the correlation between students' interest in English songs and their listening skills, the study provides teachers with innovative ways to incorporate music into their lesson plans, making learning more engaging and effective.

3. For Researcher

This research can be helpful to English Teachers who intend to teach the language in the future because they should be able to come up with excellent and

efficient ways to teach listening lessons based on their knowledge of the interests of their students. Thirdly, this study may serve as a guide for other researchers who have an interest in studying the interests of students.

F. Definition of Key Terms

1. Listening

Worthington and Bodie (2017) in (Sinaga et al., 2021) define listening as actively receiving and responding to messages, both spoken and unspoken. This subject is covered in both language arts and conversation analysis.

2. Interest

According to (Okeke et al., 2023), interest is a personal sense of curiosity or focus on particular pursuits or things. Stated differently, a person who is interested in a particular activity will likely devote that activity more attention or time.

3. English Songs

According to Atfal (2011), English songs are made up of rhyme, verse, and melody in English, which can be sung with or without musical accompaniment to convey a message about a person's emotions.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theories

In this chapter, explain the review of literature in the research. This chapter consists of a definition of correlation, songs, interest and listening skills. Review of related finding also include in this chapter.

B. Nature of Listening

1. Definition of Listening

According to Rost (2002) in (Gilakjani & Sabouri, 2016), listening is a complex form of interpretation in which people compare what they hear to what they already know. As to Rost's (2009) assertion, listening is an essential component of effective communication and aids in our comprehension of the surrounding environment. According to Jafari and Hashim (2015), hearing accounts for almost half of the time foreign language learners spend studying the language. Hearing is a channel for intelligible input.

2. Types of Listening

(Kline, 1996) identifies five types of hearing: discriminative, critical, relational, appreciative, and informed listening.

a) Informative Listening

"Informative listening" is when the listener's primary goal is to understand the topic. Listeners' success depends on their ability to accurately grasp the speaker's intended message.

b) Relationship listening

Relationship listening aims to strengthen interpersonal interactions. Relationship listening refers to therapeutic listening. Counselors, medical professionals, and other specialists can provide therapeutic listening, allowing individuals to express their distress and get University Of Pasir Pengaraian. It can also be used when listening to friends or acquaintances who want to express themselves. Relational listening prioritizes understanding the other person, including gathering information. The three behaviors of attending, University Of Pasir Pengaraian, and empathizing are necessary for effective relationship listening.

c) Listening with appreciation

Enjoying the theater, radio, television, or movies you value are examples of appreciative listening, as are songs you listen to for enjoyment or speakers you like. The definition of appreciative listening is not the message's source but rather the listener's reaction. Something that provides attentive listening to one person could provide something different to another. Furthermore, Broughton noted two sorts of listening: extensive and intensive. You can employ prolonged listening for two distinct reasons. Representing previously learned content in a novel setting is fundamental. This could be a structure that was just taught, or it could be a lexical set that was introduced months ago and has to be revised. Intensive listening is considerably more regulated and focuses on one or two key points, whereas extensive listening is more focused on the more general and free listening to natural English. It was evident that in this second instance, most people already understand the

meaning of the phrase. This implies that a listener must be more conversant in the language during intensive listening than during extensive listening.

3. Listening Skill

Listening is a complex skill that requires more than just the ability to perceive sounds (Oxford, 1993). Some basic verbal comprehension is needed when listening. It offers a significant amount of knowledge, understanding of the world and human affairs, feelings, aspirations, and adoration to children, teenagers, and adults alike. When he asserted that students always listen more than they speak in the classroom, Brown (2001) recognized the importance of listening skills. It suggests that listening is important because it helps us to understand what is being said.

4. Types of Skills in Listening

Listening is not always an easy exercise, especially for beginners. Listeners must be able to interpret spoken language to process it effectively. McDonough, Shaw, and Rost (1993) and Rost (1991) in (Reddy, 2019) suggest that language processing involves three stages and three types of skills.

1) Sound processing and perception skills

A person's perception of sound is not solely determined by its source. In this case, the listener isolates the sound stream and focuses on word boundaries, contracted forms, vocabulary, phrase, and sentence boundaries. They also emphasize lengthier words and their repercussions. Consider language-related factors such as intonation, pitch shifts, delivery speed, word order, grammar, keywords, syntactic patterns, and cohesive devices.

2) Ability to process and analyze meaning

For the audience, this is a critical period. Meaning is more memorable than linguistic information, which is easily forgotten. According to Richards (1985), memory processes propositions rather than sentences. Listeners divide speech into meaningful chunks, eliminate unnecessary words, retain sentences, use linguistic knowledge to guess what a speaker may say, organize information in memory, and avoid focusing on immediate details while listening.

3) Knowledge processing and context/synthesis abilities

The context include the setting, quantity of listeners and speakers, duties, and relationships between them. Linguistic knowledge relates to knowing the target language used by each participant during the listening experience. Each context has unique perspectives, attitudes, and topics. A culture's members have speaking standards and topics that promote deep understanding. Listeners use language and the brain to infer, organize, and confirm meaning from context. This requires activating prior knowledge and contextual information.

C. Interest

1. Definition of Interest

Interest is defined by Dewey as being involved, absorbed, or absorbed in an activity, object, or issue (Harackiewicz & Hulleman, 2010). To put it another way, interest is a self-sustaining motivation that drives people to interact with a given activity, thing, or subject for its reason. Interest is frequently seen as a process that University Of Pasir Pengaraian learning and achievement, according to Harackiewicz & Hulleman (2010, p. 43). That is to say, having an interest in a

task or subject matters is a cognitive asset that improves learning, result in improved output and success. More vigorous student enthusiasm and passion for learning translate into longer-lasting learning activities and more remarkable,ability to overcome obstacles.

Pupils who are enthusiastic about a subject or an activity are more inclined to participate and stick with it, which results in the learning of new information and abilities. As a result, those pupils who show a strong interest in the material can develop a deeper comprehension of it. One of the most critical components of listening competence is motivation. One's level of aural competency is determined, more precisely, by motivation in terms of interest, emotional appeals, attitudes, and mindset (Ajuha & Ajuha, 2007, p. 8) in (Korkmaz & Karatepe, 2018).

2. Aspect Of Interest

According to (G.I.Schukin, N.G. Morozov) in (Skoryk et al., 2020), particular studies on the genesis of cognitive interest reveal that interest in all forms and phases of development has three required points:

- 1) A feeling of well-being regarding an activity.
- 2) This emotion's cognitive component is present.
- 3) The existence of an explicit motivation derived from the task at hand.

The substance of the exercise is the primary source of interest for educators. There are several conditions outlined in the principles that a content must fulfill in order to have an especially potent stimulating effect. Teachers should choose specific examples, facts, and illustrations from the statement that

are of current public interest and have been widely distributed on YouTube, radio, television, or print media. As a result, pupils have a deeper and more profound understanding of the relevance and importance of the topic they are studying.

The interest is influenced by a few things. The author then adds them to the survey, for example:

1. Having Pleasure

Pleasure can be seen as a complicated and varied experience involving memory, motivation, and occasionally hostile impact, rather than just a sensory event. Being attentive to being in the moment with our experiences is what it is to experience pleasure.²⁵ Students are more likely to stick with a subject if they enjoy it or feel happy studying it. Having fun in the classroom, not getting bored, and paying attention are a few examples.

2. Students Interest

Slameto (2003) in (Sapari & Suhara, 2023) defines interest as the ongoing attention and retention of knowledge about an activity. Interest refers to a preference for anything. Muhibbin (1995) and Slameto (2003) define interest as a proclivity and passionate excitement for something. Interest is a fondness for something without external influence. Enjoyment and interest in an activity typically go hand in hand. The term "student interest" describes the desire to be drawn to things, people, activities, or experiences with inherent value. Interest enables a person to value and take pleasure in an item. Interest is the drive that emerges during development to act in a way that satisfies one's needs and

wants. Instances of this include contributing actively to conversations, posing queries, and responding to the teacher's inquiries.

3. Attention

Attention is the ability to focus on one item or work without distractions. Examples of this include attending lessons enthusiastically and completing teacher tasks on time.

4. Engagement

Engagement refers to a person's enthusiastic pursuit of a specific object or endeavor. Student engagement can be categorized into behavioral, cognitive, and motivational factors, including effort, perseverance, use of methods, metacognition, interest, value, and influence. Examples include actively listening to the teacher's remarks and taking detailed notes on the content.

D. Nature of English Song

1. Definition of English song

A collection of lovely English words combined with a unique sound (music) to create a pleasing voice is known as an English song. This section contains the many types of English songs students typically listen to. English songs are said to have lovely melodies and easily memorized lyrics by Liao (2006) and Jiang (2004) in (Tasnim, 2022).

An English song is a musical composition with meaningful language sung by an English-speaking vocalist. English songs can be used as real-world content to improve students' listening comprehension (Kilickaya, 2004). Lyrics in music can also add to the enjoyment of listening activities. Students become

emotionally invested in the lovely and lyrical melodies and they more eager to continue the listening session or, even better, to listen to the music again outside of the classroom.

2. Kind Of Song

Yulianto (2010) categorizes songs as art, folk, or popular based on the criteria used:

1. **Art songs** are composed mostly with the piano accompaniment for solo performances. They always have notation, though, and they can also be accompanied by other groups like an orchestra or string quartet. For them to sound well, voice training is required, and they frequently have well-known authors and composers.
2. **Folk songs** are traditional melodies that are typically passed down orally and are either in the public domain or have an unclear origin. They often have a big say in what defines national or cultural identity. Folk songs usually seem like art when people lose sight of the author.

Folk songs are commonly passed down nonverbally, especially in the present period (as sheet music). You may find folk music in almost every culture.

3. **Popular songs** are frequently released as records and played on radio, but they are also featured in all other forms of mass media with audio playback capabilities. Their relative popularity can be determined by the number of people who buy their albums, the popularity of the networks and stations that University Of Pasir Pengaraian them, and the revenue generated by the recording artists' live performances. A popular song from recorded music can evolve into a modern folk song when people in the public teach others how

to sing it. Pop music, or pop songs, is seen to be a more financially successful subgenre of popular music. Pop songs, on the other hand, are frequently used to shorthand describe popular tunes.

Popular songs are musical compositions that are typically written and performed in an appealing and energizing manner, according to Hoffer (1985). When someone is listening, they usually show that they are paying attention by making bodily or mental movements. It shows that they are engrossed in the song they are listening to. Both Purcell's argument and Hoffer's claim are valid. To put it briefly, a popular song is usually written with a commercial goal in mind and is enjoyed by the largest possible audience as an entertainment good.

Because popular music was produced for widespread consumption and enjoyment, it constantly changes with the times (Roy Shuker, 2005). The most popular genres are mostly determined by quantitative popularity criteria like record sales, attendance at concerts, the number of musicians, and airplay on radio and television. Furthermore, it is challenging for well-known songs to have solid musical underpinnings. Thankfully, a number of popular song genres have been determined through lengthy discussions among musicologists. Shuker mentions dance music, rap, and classic rock 'n' pop as three genres in his book.

Additionally, Holt (2007) offers a minimum of nine genres and subgenres, some of which are listed below:

- a. Blues (Chicago West Side Blues, Urban Blues, Country Blues)
- b. Jazz (cool jazz, swing, bebop, traditional jazz)
- c. Old-time/traditional, honky-tonk, bluegrass, and Nashville Sound country music

- d. Rock, including punk, glam, classic, and rock & roll
- e. Soul/R&B (including modern R&B, Motown, Memphis soul, soul-funk, and R&B)
- f. Salsa (dancing club salsa, soul salsa, salsa Dura, salsa romantica)
- g. Heavy metal, which includes trash metal, speed metal, death metal, doom metal, and black metal.
- h. Dancing (ambient, trance, techno, house, disco)
- i. Gangsta rap, East Coast, West Coast, and old school hip-hop

Every genre also has a prime era and a target demographic. For example, rock 'n' roll gained popularity and was mass-produced following World War II (Bennett, 2001). The development of technology has positively benefited this genre's new mode of production and distribution, especially among youth. According to Hold (2007), these genres continue to find a market and regularly generate fresh work. The singers work together to meet the demands of the music industry. It influences the boundaries of other genres and helps prominent genres like rock, dance, and country music today.

Today's students may only listen to popular music from the current era and identify with specific genres. Popular songs will also be easy for learners to understand because they are well-known to them. The familiarity originated from a single feature of popular songs that had a closer connection to daily life and were influenced by various of contemporary lifestyles and social formations.

Furthermore, they merely listen to the majority of popular music. Therefore, in this case, the appropriate popular songs for a classroom activity promote listening skills.

3. Benefits of Using English Songs in Learning

Students gain experience and tools to comprehend more details throughout any speech by practicing listening to songs. The ears get sharper and have an easier time understanding. Additionally, students learn about the natural English reductions and sounds they can use when speaking. Songs may simply introduce slang words and lyrical descriptions so that students can recall the context. They can also spark heated discussions and creative writing. Songs can also help students become enthusiastic about learning. Cahyono (p. 155, 2010).

According to Lems (2001), listening to English songs can enhance vocabulary, have fun, and help with comprehension. English songs, according to Vernon (2006), infuse the classroom with enthusiasm and provide students a confidence boost. English songs provide two additional purposes in listening instruction, according to Foneseca-Mora et al. and Qiu (2011, 2006): they help with memory retention and pronunciation practice. In conclusion, learning English outside of the classroom can significantly benefit from listening to English songs. English songs also University Of Pasir Pengaraian students' independence as learners since they can provide as a rich source of independent listening that students can readily access outside of the classroom.

Songs can help young students improve their speaking talents by helping them with listening and pronunciation. Songs can be useful learning aids for vocabulary, language patterns, and sentence structures in addition to expressing

mother tongue culture. Murphey (1992) adds two crucial advantages to employing songs and music.

1. Music has a lasting impact. The message strikes a deep emotional or aesthetic chord, the beat partially mimics the natural body rhythm, the repetition pattern encourages learning without letting the listener lose interest, or the message elicits a comfortable expression of acceptance

2. It is quite inspiring, particularly for young people. Popular music, in all its forms, is an influential subculture complete with priesthood, rituals, and mythology. It therefore has an impact on students' life in a way that a great deal of other tools we use do not. If we can access it, we can discharge unexpectedly positive energy.

Singing and listening to music might help people become more active and enhance their ability to learn new things, according to Betsy B. Lee, author of Learning Abilities Book (2001). Consequently, it makes sense to University Of Pasir Pengaraianose that habitual and automatic actions that center on the meaning of songs with English lyrics, melodies, and rhythms can indicate interest in listening to English music.

Griffie in Surya (2009) lists the following advantages of using songs in the classroom:

- a. Songs can help pupils relax and foster a joyful learning atmosphere in the classroom.
- b. There is a close relationship between rhythm and speech.
- c. The first step in learning a language is to become sensitive to rhythm.

- d. Each song is a miniature civilization that contains a significant amount of cultural knowledge.
- e. Songs work especially well for vocabulary introductions since they provide the words with a meaningful context.
- f. The most common structures, such as prepositions and verb tenses, fit naturally in songs.
- g. Patterns and memory can be strengthened with the help of music.

E. Review of Related Finding

The first previous study the title is: "The Correlation Between Students' Interest In English Songs And Their Listening Skills," was carried out by Yuliana (2023). This researcher used a quantitative methodology to perform a correlational analysis. The questionnaire was used to gauge the students' interest in English music. In this research found the result students' interest in English music correlates positively with their listening skills. This indicates that the correlation between two variables is directly proportionate or in the same direction. Students more interested in English songs tend to have more potent listening abilities.

The second previous study Wisancita, K. H. (2023) the title is "Correlation Between Listening English Song Habit and Listening Achievement of The First Semester Students of English Language Education Study Program In Academic Year 2022/2023", The results of the data analysis indicated a strong relationship between the first semester English Language Education Study Program students' listening achievement and their habit of listening to English songs in 2022–2023.

The third research was carried out by Solehudin (2018) with the title is ” The Correlation Between Students’ Listening English Songs Habit And Their Listening Skill at The Second Semester Of The Eleventh Grade Of Ma Al-Islam Bunut Pesawaran In The Academic Year Of 2016/2017”. The study found a positive association between the habit of listening to English songs and the listening skills of eleventh grade students at MA Al-Islam Bunut in 2016/2017. Improving pupils' habits of listening to English songs is likely to lead to improved listening skills.

Students' habit of listening to English songs contributes 71% to their listening skills, with other factors accounting for 23%.

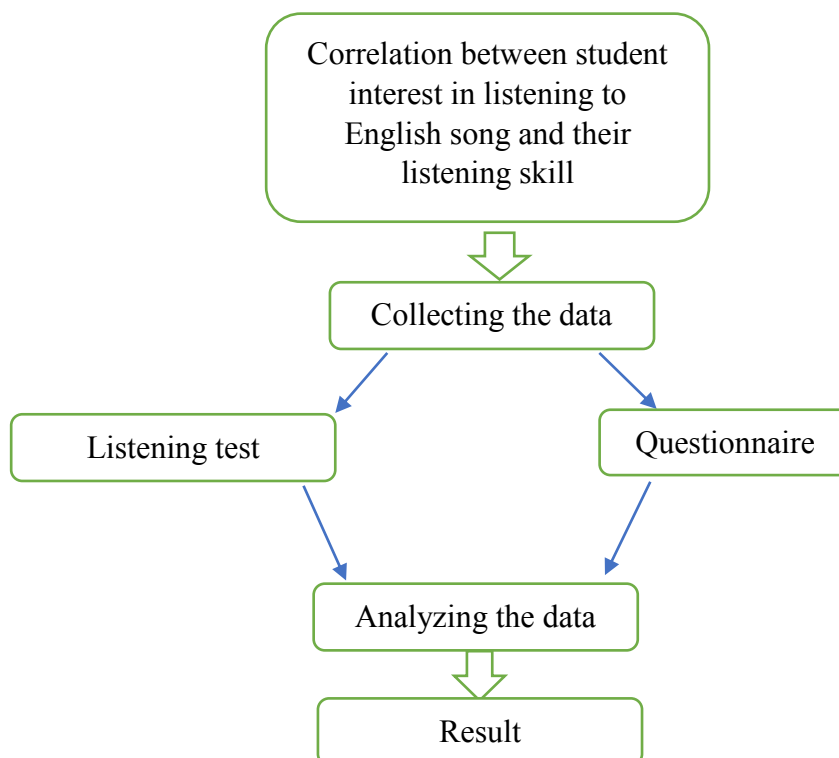
The fourth research was carried by Septaviani (2023) titled : “The correlation between students’ habit in listening English song and their listening comprehension” The data was collected from 20 11th grade students at MAN 1 Palu. The study found an association between listening habits in English songs and listening comprehension in 11th grade students at MAN 1 Palu, as indicated by the mean score on the questionnaire. The mean score level was 48.40%, which is considered high category.

The fifth research by Sapitri (2023) titled is “The influence of interest in English songs on students' listening skills at SMPN 1 Ciomas”.The Reseacher found a high association between students' interest in English music and listening skills. Interest in English songs has a significant effect on listening abilities.Respondents who appreciate English-language songs participate in actions that promote knowledge and learning. Listening to English music

increases students' motivation to learn the language. With a confidence level of 99%, an interest in English music has a 71.1% effect on listening abilities.

The Sixth research was carried out by lapuk (2023) the titled is : “Correlation between Students’ Habits in Listening to English Songs and Their Listening Skills of the Eleventh-Grade Students of SMA Negeri 6 Sigi”. This study found a moderate association between students' listening habits to English songs and their listening skills. This research is moderately influenced by factors such as student motivation, the substance of English songs compared to what is studied in school, a nd students' listening habits.

F. Theoretical Framework



CHAPTER III

METHODOLOGY

This chapter explains about research methodology that the researcher will use in this study. This chapter consists of several sections, research design, setting of the research, population and sample, instrumentation, procedure of the research, technique of collecting data, technique of analyzing the data taken on 5th semester of University of Pasir Pengaraian.

A. Research Design

This study employed a quantitative research technique with a correlational method. According to Privitera (2013), a correlational method is the measurement of two or more elements to determine or estimate the extent to which the components' values are related to one another or change in a recognizable way.

According to Fraenkel, Wallen, and Hyun (2012, p. 331), the primary goal of a correlation research is to determine whether there may be connections between the two or more variables under investigation that are not the subject of any deliberate manipulation. According to Creswell (2012, p. 338), researchers employ correlation statistical tests in correlational study designs to characterize and quantify the degree of connection (or link) between two or more variables or sets of scores. Using the correlation statistic, the researchers link the variable in this design. The correlation coefficient, a numerical indicator that indicates the direction and intensity of the association between two variables, may be used to determine the correlation outcome. It offers details on the relationships between variables.

According to Creswell (p. 340) in (Mekonnen, 2020), there are two main categories of correlational study design: explanation and prediction. The researcher is interested in how much two variables (or more) co-vary, or how changes in one variable are mirrored in changes in the other, in the explanatory research design, which is a correlational design. A simple link between two or more variables makes up an explanatory design.

The researcher correlates two or more variables; data is collected at a single point in time; all participants are analyzed as a single group; at least two scores are obtained for each individual in the group—one for each variable—reporting the use of the correlation statistical test (or an extension of it) in the data analysis; and interpretations or conclusions are made based on the results of the statistical test, according to Creswell (2012, p. 340).

B. Setting of the Research

Researcher will do the research on University of Pasir Pengaraian
Jl. Tuanku Tambusai Jl. Raya Kumu, Rambah, Kec. Rambah Hilir, Kabupaten
Rokan Hulu.

C. Population and Sample

1. Population

A population is a collection of people that share traits that set them apart from other people (Hanlon, 2011). The population in this research is all active English Student at University of Pasir Pengaraian

2. Sample

According to Allison et al. (1998), a sample is a subset of the population that has been selected according to predetermined standards and is believed to represent the complete population. Kenneth and Bruce (2011) state that the sample is a small subset selected from a large population. 25 English study students from 5th semester the University of Pasir Pengaraian, including both men and women, served as the research sample. The 25 pupils are selected using a total sample approach.

The sample was therefore chosen for a particular purpose. The pupils are willing to take the test, have attended listening classes, and have listened to English songs in the pop, rock, jazz, R&B and metal genres.

D. Research Instrument

In order to collect data for this study, the researcher administered examinations and questionnaires to the students. While surveys and tests were used to learn more about the students' interest in English songs, tests were used to learn more about the students' listening skills.

1. Questionnaire

Each participant in the sample was given a questionnaire to gauge their interest in listening to English music. More (1999) describes a questionnaire as a data collection instrument that asks students to answer a series of questions about their attitudes, feelings, and ideas as well as to reflect on themselves. A closed-ended direct questionnaire used by the researcher to collect the data for this investigation. The closed-ended direct questionnaire requires respondents to provide their own answers on their own.

2. Test

According to Cronbach in Syakur (1995), a test is a systematic procedure for observing someone's behavior and characterizing it with the use of numerical instruments or a category system. In order to ascertain the relationship between the two criteria, the researcher employed a test to ascertain how the students' interest in English songs related to their listening skill level. This study employed an objective multiple-choice examination. To obtain data on listening abilities, the researcher administered the multiple-choice TOEFL listening test. The test consists of 20 questions. Students are required to mark out one of the five possibilities on the answer sheet to indicate which of the five possible solutions (a, b, c, d, e) they believe corresponds to the question.

E. Data Analysis

After gathering information from respondents, data analysis is the next step. Correlation regression analysis is used to investigate the data in order to determine functional relationships between variables X and Y as well as the degree of correlation between the two variables (Sudjana, 1984). Students' interest in English songs served as the study's independent variable (X), while their listening comprehension skills served as the study's dependent variable (Y).

This study used the same questionnaire as previous studies by Chen & Chen (2009), Millington (2011), and Shen (2009). Respondents should use a four-point Likert scale to rate the four possible answers on the questionnaire. The following will be displayed on a four-point Likert scale:

Indicator	Number Of Item	Item Number
Pleasure	10	1-10
Interest	10	11-20
Attention	10	21-30
Engagement	10	31-40

Table 1. 1 Indicator Of Questionnaire

Indicator Of Listening	Number of Items	Number of Question
Short Conversation	10	1-10
Long Conversation	18	11-18
Short Conversation	2	19-20

Table 1. 2 Indicator Of Listening

The procedures followed in this study's data analysis were:

1. Organizing

The data was categorized by the researcher. First, the researcher determined the frequency and proportion of the respondents' selections. The researcher ascertained their frequency by drawing them in the frequency distribution. According to Johnson and Christensen (2008), the frequency distribution is a logical presentation of data values that ranks the data and shows frequency distributions of the data values. In this study, the frequency of the students' responses was utilized to determine the percentage.

2. Interpreting

The researcher wrote up a general conclusion based on the facts. Consequently, the process of writing up the research's findings includes interpretation. The researcher used the low, average, and high levels of the score to analyze the questionnaire replies from the students.

3. Normality Test.

The normality test (Arikunto, 2006) is used to verify whether data from each variable follows a regular distribution. The normality test was conducted using the Kolmogorov-Smirnov (KS-Z) algorithm in SPSS 21 for Windows, with a significance level of 5%. The characteristic is employed when the Kolmogorov Smirnov (KS-Z) value is larger than 0.01, indicating a normal distribution. To assess data, parametric statistics may be used.

Finding out if a variable in the data research distribution follows a normal distribution is the aim of the normality test. The variables are considered normal if:

- a. The data have a normal distribution if the sig (significance) value is greater than 0.01.
- b. An aberrant data distribution is considered normal if the sig (significance) value is less than 0.01.

The data were collected using the one-sample Kolmogorov-Smirnov test. The following is a description of the normality test value based on descriptive analysis performed using SPSS 30:

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		25	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	7.26028143	
Most Extreme Differences	Absolute	.150	
	Positive	.150	
	Negative	-.150	
Test Statistic		.150	
Asymp. Sig. (2-tailed) ^c		.150	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.151	
	99% Confidence Interval	Lower Bound	.141
		University Of Pasir Pengaraianer Bound	.160
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.			

The Kolmogorov-Smirnov Test results in a significance value of 0.150, indicating that the data utilized in this investigation is normal, as it is greater than 0.05. The data shows that students' interest in listening to English music, as well as their listening abilities, are normal (based on distributed samples).

4. Reliability Test

Reliability statistics measure the consistency of data within a research investigation (Middleton F, 2019). If participants' responses are consistent, the reliability test will yield excellent results. According to Taber (2017), Cronbach's Alpha should be at least 0.7 to indicate reliability.

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Reliability Statistics	
Cronbach's Alpha	N of Items
.730	41

Table 2. 1 Table Reability Student Interest In Song

The table above indicates that Cronbach's Alpha is higher than the needed 0.7. The data on students' interest in English music is credible and appropriate for this research investigation.

1. Cronbach's Alpha Interpretation:

Cronbach's Alpha (α) = 0.730, which falls within an acceptable range of reliability. Reliability is generally interpreted as follows:

- $\alpha \geq 0.9$ → Excellent reliability
- $0.8 \leq \alpha < 0.9$ → Good reliability
- $0.7 \leq \alpha < 0.8$ → Acceptable reliability
- $0.6 \leq \alpha < 0.7$ → Questionable reliability
- $0.5 \leq \alpha < 0.6$ → Poor reliability
- $\alpha < 0.5$ → Unacceptable reliability

Since 0.730 is within the "Acceptable" range, it indicates that the questionnaire or test items have a reasonable level of internal consistency.

2. Implications:

The questionnaire or test used in the study is reliable enough to measure students' interest in listening to songs and their listening skills. However, while acceptable, the reliability is not very high, meaning some improvements (such as refining test items or increasing the number of high-quality questions) could enhance consistency

The Cronbach's Alpha value of 0.730 suggests that the test has an acceptable level of reliability, meaning that the responses are consistent and the instrument is suitable for research purposes. However, slight modifications to the test items could improve reliability further.

5. Correlation analysis

To analyze data, the writer used "Person's Product Moment" as follow"

Formula :

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

The explanations:

r = person correlation coefficient.

N = total number of sample.

X = score of X variable (listening Interest to English songs).

Y = score of Y variable (Listening Skills).

X² = the square score of listening habit to English Songs.

Y² = the square score of listening comprehension