

## The correlation between students' listening to English song habit and grammar mastery

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**Abstract** - Grammar is one of the keys to learning a language and is not easy to do. Meanwhile, factors that influence English Learning do not only come from the teacher, but also from the students' attitudes. One habit that can be a consideration in helping students master grammar is listening to English songs. The objective of this study was to determine if there is a relationship between students' habit of listening to English songs and their grammar mastery. This research was carried out at SMA Negeri 6 Kota Bengkulu, which was conducted on the twelfth-grade students of SMA Negeri 6 Kota Bengkulu involving 31 students in the academic year 2021/2022. The instruments of this research were a questionnaire on listening habits and a grammar test. Research findings showed that the students had high intensity on listening to English songs also became one of their habits. On the other side, the grammar mastery of the students on average was categorized as low. Only a few students were considered to be high level in grammar mastery. Furthermore, the Pearson Product Moment correlation test revealed no connection between listening to English songs habits and grammar mastery.

Keywords: grammar mastery; listening habit; English song; English learning

### 1. Introduction

Grammar is one of the keys to learning a language. The importance of grammar in language learning is unquestionable. Learning how to write, and speak a language requires strong grammar. People cannot properly communicate and express their feelings in both writing and verbal form without a suitable grammar structure. It is in line with Fitria (2021) that stated learning grammar is crucial, especially for developing writing abilities and comprehending more complex sentence patterns. The more grammar one master, the more freely one can write, and speak a language. It is confirmed by Dykes' (2007) assertion that "grammar is a language to talk about language" in his book Grammar for Everyone. Therefore, grammar can be thought of as a language that can be learned. It can be interpreted that with grammar, we can learn how to communicate in a language, not to be separated from studying grammar; starting from vocabulary and its functions, sentence patterns, expressions, and meanings.

Learning grammar tends to be difficult to do. Students may feel grammar is a subject that is not simple to be learned. It is in line with a study written by Komara & Tiarsiwi (2021) concerning students' perception of grammar learning. The result of the study showed that students thought that grammar is a dilemma since it is a subject that hard but necessary to be master in learning English. Therefore, teachers have their own way to teach grammar. They might use cards, visual aids, or games in order to Make it simple for students to comprehend the structures and patterns of a sentence. Meanwhile, factors that influence English Learning do not only come from the teacher, but also from the students. One of the reasons students can accomplish the learning target is their attitude toward the learning process. The attitude that has to be considered is a habit. Habit refers to routine behaviour. It implies that the behaviour will become habitual.

One habit that can be a consideration in helping students master grammar is listening to English songs. Students will be able to increase their grammar knowledge by listening to English songs on a regular

basis because our brains immediately remember new patterns, and words when we listen to them. When we don't grasp the meaning of the words in a song, we'll be motivated to look up the meaning of the unfamiliar words, which helps us distinguish the types of words that will also be useful for students' grammar learning. Besides, the idea of using songs in English language teaching has been supported by the government. The ability and skills to analyse songs and their lyrics have been applied as one of the learning materials in grades 9 and 12. In other words, songs can be used as a medium or method to teach English. As stated by Richards. (1969), a song can be an efficient tool for teaching vocabulary, pronunciation, structures, and sentence patterns. Moreover, Shen (2009) mentioned that songs are great at fostering a relaxed and comfortable learning environment in addition to being helpful for language learning.

There have been several studies concerning this students' habit of listening to English songs, especially towards students' listening and pronunciation ability. Some studies have researched the relation between students' habit of listening to English songs and students' listening skills (Nurjanah et al, 2018; Harlyn. H, 2016), vocabulary mastery (Wardiansyah et al, 2019; Meutia et al, 2014) and students' pronunciation ability (Upa et al, 2021). The goal of those research is to know whether or not students' habits of listening to English songs correlate with students' listening and pronunciation ability. The design of the studies was correlational research. The researchers used questionnaires and tests to gather the data for these studies. Results revealed that all of the studies have been proven to have a positive connection between the habit of listening to English songs and students' ability to grasp vocabulary as well as their listening and pronunciation skills.

Furthermore, Dewi et al. have also undertaken a study on the same subject (2020). The study's title was "The Influence of Students' English Song Listening Habit on Their Pronunciation Ability." The purpose of the study was to determine whether or not students' habit of listening to English songs had a positive and noticeable impact on their ability to pronounce words correctly. Descriptive analysis and inferential analysis were the research designs employed in this study. The instruments to take the data were questionnaires to discover the students' habit of listening to English songs and documentation of students' pronunciation score from the lecturer. The study revealed there was positive relation and gave no significant influence between students' habit of listening to English songs on their pronunciation abilities.

The researchers have explored to uncover the relationships and the influence between the habit of listening to English songs on both students' vocabulary mastery, also listening and pronunciation skills. Yet, investigation on the correlation between the habit of listening to English songs and students' grammar mastery is still limited. Thus, it is essential to be done in order to enrich the study in this area. As a result, the researchers conducted research that purposed to find out whether or not there is a relationship between the habit of listening to English songs and students' grammar mastery.

The study likely investigates the relationship between students' mastery of grammar and their performance in writing and listening comprehension tasks. By analysing these correlations, the authors might aim to determine whether strong grammar skills contribute to better writing and listening comprehension or whether other factors are at play. The study could involve data collection through assessments or tests to measure students' abilities in these areas, followed by statistical analysis to explore the strength and significance of the correlations.

The study addresses a key aspect of language learning—how grammar proficiency might impact other language skills. This is particularly relevant for educators and curriculum developers. If the study employs robust data collection methods (e.g., standardized tests, reliable scoring methods), it would strengthen the validity of the findings. The use of correlation analysis would help quantify the relationships between the variables.

This study (Sanday & Nurdawati, 2021) could contribute valuable insights into the interconnectedness of language skills, helping to inform teaching strategies that focus on integrating grammar instruction with writing and listening practice. Possible limitations might include a small sample size, which could affect the generalizability of the findings, or reliance on self-reported data, which might introduce bias. The study could pave the way for further research into how specific aspects of grammar (e.g., syntax, morphology) influence different language skills or how these relationships differ across proficiency levels.

The study by Shabani et al (2018) examine how different types of linguistic knowledge—lexical (vocabulary), grammatical (syntax and sentence structure), and propositional (logical and contextual understanding)—contribute to second language (L2) listening comprehension. The authors likely explore how well learners can understand spoken language in their L2 by preparing them with different forms of knowledge. The study might involve experimental methods where participants receive training or preparation in these areas before being tested on listening comprehension.

The study by Wardiansyah et al (2019) investigates the relationship between the habit of listening to English songs and vocabulary mastery among learners. The authors likely explore whether frequent exposure to English music can improve learners' vocabulary acquisition and overall language proficiency. The research might involve surveys or assessments to measure the participants' listening habits and vocabulary knowledge, followed by statistical analysis to determine if there is a significant correlation between these two variables. The study could be particularly relevant for language educators, as it may offer insights into how integrating music into language learning can enhance vocabulary acquisition. By understanding the impact of listening to English songs, educators can consider using music as a tool to support language learning in more informal or enjoyable contexts.

The study by Wajdi et al (2021) seems highly relevant to review, especially in the context of research focusing on language learning, listening comprehension, and the integration of technology in education. The study is directly connected to the use of technology, specifically the Text2Speech application, to enhance English listening skills. This aligns with current trends in education where digital tools are increasingly being utilized to improve language acquisition. As listening is a crucial aspect of language learning, reviewing this study would provide insights into how modern tools can be leveraged to improve this skill. The study likely offers practical implications for educators on how to implement such technologies in their curriculum.

The development of a new learning model using technology could be a significant contribution to the field. Understanding how this model is designed and its effectiveness in real classroom settings would be valuable for researchers and practitioners aiming to incorporate similar approaches. If researchers are exploring various methods of enhancing listening comprehension, such as through music, lexical preparation, or digital tools, this study could provide a comparative perspective on the efficacy of using Text2Speech applications compared to other methods.

## 2. Method

The goal of this study was to see if there was a relationship between students' habits of listening to English songs and their grammar mastery. As a result, the correlational method was employed in this study by the researcher. According to Creswell (2015), researchers use the correlation statistical test to define and evaluate the level of association (or relationship) between two or more variables or sets of scores in correlational studies. The researchers utilize the correlation statistic to connect two or more scores for each person rather than attempting to manipulate or modify the variables as in an experiment. Two variables were employed in this study. The variables were students' habits of listening to English songs and their grammar mastery. The students' habit of listening to English songs was variable X (Independent), while their grammar mastery was variable Y (Dependent). Moreover, this research was carried out at SMA Negeri 6 Kota Bengkulu, which was conducted on the twelfth-grade students of SMA Negeri 6 Kota Bengkulu in the academic year 2021/2022. A total of 31 students made up the study's sample, which was selected through the use of purposive sampling.

The instruments of this research were a questionnaire on listening to English song habits and grammar tests. The listening habit questionnaire was adopted from Verplanken and Orbel (2003). The questionnaire item consisted of 12 statements that measure the students' habit strength in listening to English songs. Meanwhile, there were 40 question items in the grammar test. The items were taken from Longman's TOEFL (2001). The test consisted of multiple-choice questions. The first fifteen questions of the exam required students to identify the words or phrases that would best complete the sentences that were presented to them as incomplete sentences. Students should choose the one underlined word or phrase that has to be changed in numbers sixteen through forty of the tests in order to make the sentence correct. Likert scale was applied in the questionnaire. By responding to the questionnaire items using these scales, the research participants indicate whether they strongly agree, agree, disagree, or disagree strongly with each statement in the questionnaire. The mean scores on the Likert Scale were then categorized using the categorization technique developed by Pimentel (2019). Meanwhile, the grammar scores were categorized using the criteria of grammar tests in a study by Oktari et al (2019). Furthermore, the researcher employed Pearson Product Moment to examine the correlational data. Previously, the data have been checked whether it is normally distributed or not using *Shapiro - Wilk* normality test since the sample was not more than 50. All data were formulated using SPSS 24.

Table 1 The Category of Questionnaire Mean Score

Category	Mean Score
Very Low	1.00 – 1.75
Low	1.76 – 2.51

High	2.52 – 3.27
Very High	3.28 – 4.00

Table 2 The Category of Grammar Test

Category	Score
Very Poor	0 – 35
Poor	36 – 55
Fair	56 – 65
Fairly Good	66 – 75
Good	76 – 85
Very Good	86 – 95
Excellent	96 – 100

### 3. Results and Discussion

#### 3.1 Results

The purpose of this study was to determine whether or not students' habitual listening to English songs and their level of grammar proficiency were related. A questionnaire and grammar test were used to gather those data. The data findings were collected and calculated to find out their category, frequency, and the percentage presented in the tables below.

Table 3 listening habit questionnaire result

Category	Frequency	Percentage
Very High	-	-
High	28	90.3 %
Low	3	9.7 %
Very Low	-	-

Based on the data found, showed that out of 31 respondents, 28 students (90.3%) were classified as having a high-level habit of listening to English songs, whereas 3 students (9.7%) were classified as having a low-level habit. It can be concluded that most of the 12<sup>th</sup> grade IPS students in SMAN 6 Kota Bengkulu often listen to English songs and it also became one of their habitual behaviors. While not more than 10 % of the students did not listen to English songs as their habitual behavior. The following table displays the results of the grammar test.

Table 4 Grammar Test Result

Category	Score	Frequency	Percentage
Excellent	96 – 100	-	-
Very Good	86 – 95	1	3.2 %
Good	76 – 85	3	9.7 %
Fairly Good	66 – 75	5	16.1 %
Fair	56 – 65	1	3.2 %
Poor	36 – 55	10	32.3 %
Very Poor	0 – 35	11	35.5 %

Based on the grammar test result, it was found that 12 IPS students in SMA Negeri 6 Kota Bengkulu vary in their grammar mastery. There was only a student (3.2 %) categorized as very good in grammar mastery. Then, 3 students (9.7 %) were categorized as good in grammar mastery. There were also 5 students (16.1 %) who had a fairly good level of grammar mastery. Next, it was only one student categorized as fair in grammar mastery. The second most frequent level found was poor with 10 students (32.3 %). Then, the most frequent level is very poor with 11 students (35.5 %). Meanwhile, no one got excellent based on the result. In conclusion, most of the students got a low level of grammar mastery. It was found that 22 students were categorized to be very poor, poor, and fair in grammar mastery. In contrast, there were only 9 students who were categorized as fairly good, good, and very good in grammar mastery.

The normality test was performed after the data was calculated for its frequency and categorized for its level. The aim of the test was to determine whether or not the data was normally distributed. This normality test

was needed before conducting Pearson Product Moment. The data is regarded as being normally distributed if the significance value is greater than 0.05. Otherwise, if the significance level is less than 0.05, the data are not normally distributed. First, the normality of the listening habit questionnaire and grammar test data of the students were checked by applying Shapiro - Wilk using SPSS 24 for Windows. The table below shows the results of the normality test.

Table 5 Normality test

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Listening Habit	,155	31	,055	,946	31	,118
Grammar Mastery	,114	31	,200*	,941	31	,088

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

a. Lilliefors Significance Correction

The result of the normality test of listening habits indicated that the significance was 0.118. Besides that, the significance value for grammar mastery data is 0.088. It means that  $0.118 > 0.05$ , and  $0.088 > 0.05$ . It can conclude that the data of those variables were normally distributed. The Pearson product Moment was then calculated to determine whether there is a connection between students' habitual listening to English songs and their grammar proficiency. The table below shows the results of the Pearson Product Moment Correlation test.

Table 6 Correlation Test

		Correlations	
		Listening Habit	Grammar Mastery
Listening Habit	Pearson Correlation	1	,195
	Sig. (2-tailed)		,292
	N	31	31
Grammar Mastery	Pearson Correlation	,195	1
	Sig. (2-tailed)	,292	
	N	31	31

The variables can be said to be correlated if the results of the significant value are less than 0.05. According to the results table above, it was found that the significant value was 0.292. It can be concluded that students' listening to English songs habit is not correlated with their grammar mastery since the significant value is  $0.292 > 0.05$ .

From all the findings above, it can be seen that most of the 12 grade IPS students in SMA Negeri 6 Kota Bengkulu had high intensity on listening to English songs also became one of their habits. On the other side, the grammar mastery of the students on average was categorized as low. Only a few students were categorized as high level of grammar mastery. Moreover, the Pearson Product Moment correlation test revealed no connection between the habit of listening to English songs and grammar proficiency. So the null hypothesis ( $H_0$ ) was confirmed, and the alternative hypothesis ( $H_a$ ) was not confirmed.

### 3.2 Discussion

This study aimed to uncover whether students' habits in listening to English songs and their grammar mastery are correlated or not. The research findings found that there is no relation between students' listening to English songs and their grammar mastery. This result is contrary to other previous studies mentioned before. Some studies were proven that there is a positive relationship between listening to English songs and other skills such as listening skills, pronunciation skills, and vocabulary mastery (Nurjanah et al, 2018; Upa et al, 2021; Wardiansyah et al, 2019). Therefore, it can be concluded that listening to English songs habit might be a good alternative for students in learning listening, pronunciation, and vocabulary mastery but not for grammar mastery.

The use of songs in teaching English is very well-known. Some researchers have proved that English songs give positive effects on the teaching process that helps students to learn and acquire the language. Songs are interactive aids for the student to learn a language. English songs help them to find a



perfect way to pronounce words, increase vocabulary mastery, and help to improve listening skills. Moreover, the song also helps to create a good atmosphere in the teaching and learning process in class. It helps to increase students' motivation, and interest in learning a language. It also shows that songs help to create a relaxing and calming atmosphere in class which helps the students to be more focused on the teaching and learning process (Tom & Joe, 2018).

Though songs have been proven to be a helpful medium for teaching and learning a language especially English, the result of this research was the opposite. It showed that there was no relationship between students' habits of listening to English songs and their grammar mastery. This situation can be happened by the reason of only listening to English songs will not cover the learning process. Kara & Aksel (2013) mentioned that English teachers should employ audio-visual materials that will facilitate our students in learning a language successfully. In other words, listening to English songs will not be effective in students learning unless it also provides with learning the lyrics. It will make the students do not only got the audio materials but also enrich with visuals aid that will improve students' learning especially grammar learning. Grammar is related to writing so; the song lyrics will help the students with real examples of grammar usage. This opinion is supported by Siregar (2018) who investigate the use of English songs as a medium in teaching English. The purpose of the study was to determine whether employing English songs as a teaching tool had any discernible effects. The result showed that the use of English songs is likely to give a significant effect on students' language learning.

There is another study that also proved that the best media for students to learn grammar is written literary works. It can be said that the best way to enhance students' grammar mastery is by using real models of grammar usage, in this case, literary works. Aniuranti et al (2021) have investigated this topic. The researchers conducted an action research study to enhance students' grammar mastery through the use of literary works. The literary works used were short stories, film scripts, and novels. The result showed that the use of these literary works helps improve students' grammar mastery. Based on this result, it can be concluded that the best learning media for improving students' grammar mastery is in form of written works. These written works are expected to help students to understand the patterns, and components in sentences and also help to discover how to write sentences correctly in grammatical.

Another reason that might affect the result of this research is due to the difference in students' learning styles. Learning style is a manner or condition that students find it the most effective to learn, process, store, and recall information they are going to learn. There are 3 types of learning styles such as auditory, visual, and kinesthetic. Auditory learning occurs through auditory means, such as listening to others speak and participating in dialogues. Visual learners frequently use diagrams, drawings, printed materials, and videos to organize their thoughts and convey information. While kinesthetic students like movement and prefer to work with tactile materials. They take frequent breaks and go around the space (Oxford, 2001). From this information, it can be said that some students might not find listening to English songs helpful to master grammar because they prefer to learn with any other media or visual aid that is suitable to their learning style. Once students are aware of their unique learning styles, they can incorporate them into their learning process. Learning will consequently be simpler, quicker, and more efficient (Awla. H, 2014).

In conclusion, based on the discussion above, it can be said that students' habits in listening to English songs do not have a relationship to helping students' grammar mastery. It might happen due to it only involves audio material. Enhancing students' grammar mastery needs a real usage of grammar itself since it helps students to understand the pattern and components in sentences and also how to write in grammatical correctly. So, the habit of listening to English songs is considered not sufficient for helping students master grammar unless the song lyrics are involved in students' learning process or they just do not suit some students' learning styles.

#### **4. Conclusion**

This study sought to determine whether students' habitual listening to English music and their level of grammar proficiency were related. The study's findings demonstrated that there was no connection between students' tendency for listening to English songs and their grammar proficiency. This result is in contrast with other previous studies that proved listening to English songs habit was helpful for students in learning listening skills, pronunciation ability, and vocabulary mastery. This distinction might happen because of many factors. It might happen due to it only involves audio material. Enhancing students' grammar mastery needs visual materials also since it helps students to understand the pattern and components in sentences also how to write grammatically correct. Moreover, audio might not be a suitable medium for all students

in learning grammar since every student has a different learning style. It makes some students find it not effective to enhance their grammar mastery. Therefore, it is suggested for the next researcher to conduct similar research but use a different variable in order to find some useful and effective learning habits or media for students to improve their grammar mastery.

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