CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the study. The results are derived from the analysis of the collected data. The findings focus on the students' intensity of listening to English songs, their speaking ability, and the correlation between the two, based on the outcomes of the data analysis.

A. Research Findings

After collecting the data, the next step is data analysis using a correlational research design. The researcher employs IBM SPSS 27 to process the data obtained from the sample. In this section, the researcher presents the statistical data related to the two variables. The first variable (X) is the intensity of listening to English songs, while the second variable (Y) is the students' speaking ability. The analysis aims to determine whether there is a significant correlation between these two variables through appropriate statistical computations.

1. The Findings on Students' Intensity of Listening to English Song

Data on the students' intensity of listening to English songs was obtained through a questionnaire completed by the participants. There are 19 questions regarding to English songs that have been answered by the whole sample. The responses were then processed and analyzed using IBM SPSS 27. The table below presents the results of the statistical computation:

Table 4. 1 Descriptive Statistics of Students' Intensity of Listening to English Songs

	N	Minimum	Maximum	Mean	Std. Deviation
Intensity of Listening to English Songs	100	25	100	58.20	17.162
Valid N (listwise)	100				

The descriptive analysis shows that the minimum score of students' listening intensity was 25, while the maximum score reached 100. The mean score was 58.20, indicating that, on average, the students' intensity of listening to English songs was at a Fair level. The standard deviation was 17.162, which demonstrates a relatively wide variability in students' listening behaviors. Furthermore, to provide a clearer picture of the distribution, the Intensity of Listening scores were classified into five levels according to Suyahman (2018). The classification is presented in the table below.

Table 4. 2 Students' Intensity of Listening Level

No.	Level	Score	Frequency	Percentage
1	Very High	85 – 100	7	7%
2	High	70 – 84	16	16%
3	Fair	55 – 69	30	30%
4	Low	40 – 54	33	33%
5	Very Low	25 – 39	14	14%
Total			**100**	**100%**

The classification indicates that the largest proportion of students (33%) fell into the Low category, followed by 30% in the Fair category. Meanwhile, 16% of the students demonstrated a High level of listening intensity, 14% were at the Very Low level, and only 7% reached the Very High category. These findings suggest that although the overall average level was moderate, there was substantial variation

among students, with a considerable number displaying either low or very low listening intensity.

2. The Findings on Students' Speaking Ability

Data on the students' speaking ability was obtained through a structured speaking test administered to all participants. The test was scored by two raters to ensure reliability. The total scores were initially processed using Microsoft Excel and then analyzed using IBM SPSS 27. The table below presents the results of the statistical computation related to the students' speaking ability. The table below presents the results of the statistical computation:

Table 4. 3 Descriptive Statistics of Students' Speaking Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Speaking Ability	100	32	94	61.68	13.888
Valid N (listwise)	100				

The descriptive analysis of students' speaking ability, based on the responses of 100 participants, shows that the minimum score was 32 and the maximum score was 94. The mean score was 61.68, indicating the average level of students' speaking ability. The standard deviation was 13.888, which indicates a relatively wide spread in the students' performance. Furthermore, to provide a clearer picture of the students' speaking proficiency, the scores were categorized according to Mustakim and Ismail (2018) students' speaking score classification. The frequency distribution is shown below:

Table 4. 4 Students' Speaking Score Classification

No.	Level	Score	Frequency	Percentage
1	Excellent	86 – 100	6	6%
2	Good	71 – 85	24	24%
3	Fair	56 – 70	37	37%
4	Poor	41 – 55	25	25%
5	Very Poor	≤ 40	8	8%
Total			**100**	**100%**

The results show that the majority of students (37%) were in the Fair category, followed by 25% in the Poor category and 24% in the Good category. A small proportion of students (6%) achieved the Excellent level, while 8% were categorized as Very Poor. This distribution suggests that most students demonstrated moderate speaking ability, with only a few showing very strong or very weak proficiency.

3. The Normality Testing

The normality test was conducted to examine whether the dataset followed a normal distribution, which is an important assumption in selecting the appropriate statistical analysis. In this study, the Researcher employed the Kolmogorov–Smirnov test to evaluate the normality of the data. According to Ghasemi and Zahediasl (2012), if the significance value (p) is greater than 0.05, the data can be considered normally distributed; conversely, if the significance value is 0.05 or below, the data deviate from normality. Based on this guideline, the researcher analyzed the normality of both variables, namely the students' intensity of listening to English songs and their speaking ability test scores, as presented in Table below:

Table 4. 5 Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Intensity of Listening to English Songs	.075	100	.189	.982	100	.180
Students' Speaking Ability	.062	100	.200	.987	100	.427

The results of the normality test for the first variable, the intensity of listening to English songs, showed that the significance values obtained from both the Kolmogorov–Smirnov and Shapiro–Wilk tests were above the threshold of 0.05. Specifically, the output in Table 4.5 demonstrates that the distribution of students' scores on this variable did not deviate significantly from normality. Since the significance level surpassed the 0.05 criterion, it can be concluded that the data for the intensity of listening to English songs were normally distributed.

The second variable, speaking ability, also met the assumption of normality. As presented in Table 4.3, the significance values from both normality tests were again greater than 0.05, indicating that the distribution of speaking scores did not show evidence of abnormality. Because the obtained significance values exceeded the standard cutoff point, it can be inferred that the data for speaking ability were normally distributed as well.

Since the results of the normality test for both variables confirmed that their significance values were higher than 0.05, the researcher concluded that the data followed a normal distribution. Meeting this assumption is important, as it determines whether a parametric or non-parametric statistical technique should be

applied. In this case, the normality of the two variables justified the use of a parametric correlation test.

The Pearson product-moment correlation was therefore selected to examine the relationship between the two variables. This method is the most appropriate statistical procedure when both variables are normally distributed and measured on an interval or ratio scale. Pearson correlation measures the strength and direction of the linear association between two continuous variables and is widely used in educational research (Cohen et al., 2007). Thus, in this study, Pearson correlation was employed to analyze whether the intensity of listening to English songs is significantly related to students' speaking ability.

4. The Linearity Testing

Before conducting the correlation analysis, it was necessary to examine whether the relationship between the two variables followed a linear pattern. Linearity testing is an important assumption for the use of Pearson's product-moment correlation because this statistical technique is designed to measure the strength of linear associations. If the relationship is not linear, the Pearson correlation may not accurately reflect the true nature of the data, and a non-parametric alternative such as Spearman's rho would be more appropriate (Field, 2024).

Furthermore, the researcher conducted linearity test using ANOVA table in SPSS to provide statistical evidence of whether the relationship between the two variables was linear. The table consists of two important rows, namely Linearity and Deviation from Linearity. A significant result in the Linearity row ($p < .05$)

suggests that the independent and dependent variables have a linear relationship. Meanwhile, a non-significant result in the Deviation from Linearity row ($p > .05$) indicates that the data do not significantly depart from linearity. The result of the linearity test can be seen in the Table below.

Table 4. 6 ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Speaking Ability * Intensity of Listening to English Songs	**Between Groups**	**(Combined)**	14921.027	42	355.263	4.853	<,001
		Linearity	12377.888	1	12377.888	169.083	<,001
		Deviation from Linearity	2543.139	41	62.028	.847	.709
	Within Groups		4172.733	57	73.206		
	Total		19093.760	99			

The results of the linearity test revealed that the significance value for the Linearity component was .000 (< .05), indicating that there was a significant linear relationship between the intensity of listening to English songs and students' speaking ability. Furthermore, the Deviation from Linearity value was .709 (> .05), suggesting that there was no significant deviation from linearity. This means that the relationship between the two variables can be considered linear, thereby fulfilling the assumption required for Pearson's correlation analysis (Pallant, 2020; Field, 2024).

5. The Hypotheses Testing

The researcher formulated two hypotheses in this study, namely the null hypothesis and the alternative hypothesis. The alternative hypothesis states that there is a significant correlation between students' intensity of listening to English

songs and their speaking ability. Meanwhile, the null hypothesis states that there is no correlation between the two variables.

Table 4. 7 The Correlation Between Students' Intensity of Listening to English Songs and Students' Speaking Ability

		Intensity of Listening to English Songs	Students' Speaking Ability
Intensity of Listening to English Songs	**Pearson Correlation**	1	.805**
	Sig. (2-tailed)		<,001
	N	100	100
Students' Speaking Ability	**Pearson Correlation**	.805**	1
	Sig. (2-tailed)	<,001	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation between students' intensity of listening to English songs and their speaking ability is presented in Table 4.5. To determine whether the hypotheses are accepted or rejected, the significance value (Sig. 2-tailed) was compared with the significance level of $\alpha = 0.05$. If the Sig. value is greater than 0.05, the null hypothesis is accepted. Conversely, if the Sig. value is equal to or less than 0.05, the alternative hypothesis is accepted and the null hypothesis is rejected (Sugiyono, 2007).

As shown in Table 4.5, the Sig. value obtained was 0.000, which is lower than 0.05. This result indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. Moreover, the table displays two asterisks (**) denoting that the correlation is significant at the 0.01 level (2-tailed), further confirming the statistical significance of the relationship between the two variables.

The Pearson product-moment correlation analysis revealed a correlation coefficient (r) of .805. This positive value suggests that students with higher

intensity in listening to English songs also tend to demonstrate higher speaking ability. Referring to the interpretation guideline in **Table 3.14** (Sugiyono, 2019), correlation coefficients in the range of 0.80 to 1.00 are categorized as very strong. Therefore, the relationship between listening intensity and speaking ability in this study can be classified as both very strong and positive.

In summary, the findings demonstrate a statistically significant, very strong, and positive correlation between the intensity of listening to English songs and students' speaking ability. Thus, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This means that students with a higher level of intensity of listening to English songs tend to have higher speaking ability. However, those with lower level of intensity of listening show lower speaking ability.

B. Discussion

This section provides an in-depth interpretation of the research findings, situates them within the context of existing literature, and discusses their broader implications. The analysis confirms a significant, positive, and very strong correlation between the intensity of listening to English songs and the speaking ability of the tenth-grade students at MAN 1 Kota Kediri.

The primary finding of this study is the Pearson correlation coefficient of r=.805, which indicates a very strong positive relationship between the intensity of listening to English songs and speaking ability of the tenth-grade students. This result strongly suggests that as students' intensity of listening to English songs increases, encompassing frequency, duration, and attention, their speaking ability

also tends to improve significantly. This aligns with the theoretical premise that listening serves as a crucial foundation for developing productive skills like speaking (Hasan, 2022). Through intensity of listening to English songs, students are repeatedly exposed to authentic pronunciation, intonation, vocabulary, and grammatical structures. Robbins and Hunsaker (2012, as cited in Dersa, 2023) highlight intensity as a key element of active listening, noting that students must listen with empathy, trust, and focus in order to fully comprehend spoken messages. Moreover, the intensity of listening to English songs provides the necessary linguistic input that may be contributed to enhance students' spoken output.

The findings of this research support and strengthen the conclusions of several previous studies. For instance, the result is consistent with research by Dhanyssa et al. (2023), who also found a positive correlation between listening to English songs and speaking skills. However, the correlation in the present study (r=.805) is considerably stronger than the one reported by Dhanyssa et al. (2023) who found a weaker correlation between students' habit in listening to English pop song and their speaking skill with r_{count} (0.361) surpassing r_{table} (0.349). This difference may be attributed to this study's focus on "intensity", a multifaceted construct including frequency, duration, and attention, rather than just "habit" or "frequency" alone, suggesting that the quality and depth of engagement with songs are highly influential factors. Furthermore, the findings are in harmony with the broader conclusions of Hasan (2022), who established a positive link between general listening skills and speaking performance. This study contributes specific evidence

that English songs are a particularly effective medium for developing English speaking skill, as suggested by theorists like Shen (2009) and Listiyaningsih (2017).

Interestingly, the results of this study stand in stark contrast to the findings of Putri (2022), who found no significant relationship between the frequency of listening to English songs and speaking achievement. The discrepancy likely stems from the difference in the independent variable. Putri's (2020) study focused solely on "frequency," whereas this research investigated "intensity," which is a more comprehensive measure that comprises 3 components including frequency, duration and attention. This suggests that simply listening often may not be enough. However, it is the dedicated and concentrated engagement with the linguistic elements of songs that appears to foster significant improvement in speaking ability.