

CORRELATION STUDY OF INTEREST IN LISTENING TO ENGLISH SONGS AND LISTENING ACHIEVEMENT

Helen Noventa Harlyn, Sudarsono, Luwandi Suhartono

English Language Education Study Program, Languages and Arts Education
Department, Teacher Training and Education Faculty, Tanjungpura University,
Pontianak

Email: helenharlyn@yahoo.co.id

Abstract: This research was to investigate the correlation of interest in listening to English songs and listening achievement to Semester - 3 Students of English Language Education Study Program, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016. It was a correlation study. The research participants were 54 students. The data were collected by administering closed-ended questionnaires and multiple choice questions of listening comprehension test. Then, the data were calculated by using Pearson Product Moment Correlation Coefficient formula. Based on the research finding, the r (correlation coefficient) value of the two variables was 0.769. The obtained t -value was higher than the value of t -table at 1% (0.01) level of significance with degree of freedom (df) = 52 ($8.658 > 2.673$). It finds out there is a significant correlation of interest in listening to English songs and listening achievement.

Keywords: *correlation, interest, English Songs, listening achievement*

Abstrak: Penelitian ini bertujuan untuk mengetahui sejauh mana korelasi ketertarikan mendengarkan lagu-lagu berbahasa Inggris terhadap kemampuan mendengar mahasiswa semester 3 Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura, Tahun Ajaran 2015/2016. Penelitian ini merupakan penelitian korelasi. Jumlah sampel pada penelitian ini adalah 54 mahasiswa. Data di kumpulkan menggunakan kuestioner bentuk tertutup dan soal komprehensif mendengarkan berbentuk pilihan ganda. Kemudian, data dihitung menggunakan rumus Pearson Product Moment Correlation Coefficient. Berdasarkan hasil penelitian, nilai r (koefisien korelasi) pada kedua variabel adalah 0.769. Nilai t yang diperoleh lebih tinggi dibandingkan dengan nilai t yang terdapat dalam t -table pada tingkat signifikan 1% (0.01) dengan derajat kebebasan = 52 ($8.658 > 2.673$). Hal ini mengindikasikan ada korelasi yang signifikan antara ketertarikan mendengarkan lagu-lagu berbahasa Inggris terhadap kemampuan mendengar mahasiswa.

Kata kunci: *korelasi, ketertarikan, lagu – lagu berbahasa Inggris, kemampuan mendengarkan*

Listening is one of four language skills of English. It is considered as the basic skill that needs to be improved since it provides the oral input that serves as the basis for language acquisition and enables the students to interact in spoken communication. It is widely acknowledged as an important skill in facilitating productive skills. Listening should be addressed prior to speaking activity because the students cannot produce language before listen to the language. Siegel (2015, p. 16) states, "Listening is typically the first language skill to develop in first language users and serves as a gateway to other skills." Clearly, it is impossible to expect the students to produce a sound which does not exist in their mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing them with a model of the form they are to produce. Therefore, the first logical step to achieve oral fluency and accuracy is to consider the students' ability to listen. When students are doing a conversation, they are not just speaking, but also listening. When students listen to the teacher or lecturer in class, they may also take notes which then lead to the active reading in order to know more about a particular subject.

Buck cited in Nunan (2003, p. 24) assumes that listeners simply decode messages is mistaken, "Meaning is not in the text (whatever is being listened to), but it is something that is constructed by listeners based on a number of different knowledge sources." In other words, listening is an active, purposeful process of making sense of what people hear. They process not only what they hear, but also bring their own background knowledge to bear on the information contained in the aural text. Listening is often compared to reading, another receptive skill. Although they share similarities, according to Nunan (2003, p. 24) we should write the major differences. Firstly, listening usually happens in real time. That is, people listen and have to comprehend what they hear immediately. Unlike reading, there may be no opportunity to go back, listen to the words again, and look up to the unknown words. Secondly, although listening is receptive, it very often happens in the midst of a conversation, which requires productive, spoken responses.

Harmer (2007, p. 133) points out that the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. In short, the more students listen, the better they get, not only at understanding speech, but also at speaking itself. Indeed, it is worth remembering that successful spoken communication depends not just on the ability of people to speak, but also on the effectiveness of the way people listen. Unfortunately, many students still face difficulties when they are listening to English language. Students' problems in listening are related to the students themselves. One of the main problems concerning their habit at listening carefully to the teacher who probably speaks slowly and clearly. Hence, when they fail to understand every word while listening, they stop to listen and lose the thread.

In relation to this problem, it cannot be denied students' motivation and interest play an important role in learning listening. According to Siegel (2015, p. 129) the factors that deserve attention in order to develop listening skill are a genuine interest in and motivation. Listening requires listeners to concentrate on

the content and make fast responses to what is heard. If students are passive and apprehensive during listening, they will probably feel nervous and wary of taking chances. Therefore, it is necessary to select a wide range of materials in order to increase listening content besides using textbooks. Students need to listen to different level of English to be exposed to natural language, such as listening to English songs and watching movies with English text. In these ways, it is possible to raise students' enthusiasm, cultivate their listening interest, and achieve the goals of learning English. Murphey (1992, p. 6) says, "In our time, it is hard to escape music and song as it occupies ever more of the world around us." As a consequence, students can directly listen to the song and also develop their interest to learn the value of language in it subconsciously.

The songs expose students to a wide vocabulary related to the songs' lyrics. Though the students do not understand the meaning of the lyrics, by listening to English songs regularly they can train their ears to be familiar with some words which are said in English. That the students start paying attention to the songs' lyrics will activate their listening skill and listening to English songs will become an enjoyable learning exercise. Students who are learning English may hear little spoken English outside their classroom, but all of them are exposed to English songs on radio, TV, and soundtrack in the movies. It can explain the fact that students find songs easy to relate to. Music and song, as a whole, are part of their real world. The students can practice their English by imitating the words they have listened to English songs by singing them every time and everywhere. Without teacher's instruction, students learn them on their own will. As a result, they may not only be exposed to new vocabulary and new grammar but they may also develop learning strategy by themselves in order to increase their competence in listening skill. English song is one of the authentic materials of English language learning. It is not only a bridge to connect formal and informal language teaching and learning but it is also a good resource to lead the students to develop a genuine interest that can sustain long term learning.

Dewey cited in Harackiewicz & Hulleman (2010, p. 42) describes interest as being engaged, engrossed, or entirely taken up with an activity, object, or topic. In other words, interest is self sustaining motive that leads people to engage with certain activity, object, or topic for their own sake. According to Harackiewicz & Hulleman (2010, p. 43) interest is often regarded as a process that contributes to learning and achievement. That is, being interested in an activity or a topic is a mental resource that enhances learning, which then leads to the better performance and achievement. The stronger the students' interest is, the more passion they have in learning, the more lasting the learning activity will be, the more difficulties can be overcome. Students who are interested in an activity or a topic are more likely to engage and persist, which is lead to the acquisition of new skills and knowledge. As a consequence, those high-interest students are able to construct deeper understanding of the skill or subject that they are studying. Motivation is one of the most significant elements of listening proficiency. More specifically motivation in terms of interest, emotional appeals, attitudes and mind set determines one's level of aural competence (Ajuha & Ajuha, 2007, p. 8).

If the students have high interest in listening to English songs, they will listen to the songs regularly. By repeated listening to English songs the students will not only be exposed to the particular sounds of English, gradually correct their errors and achieve more native-like pronunciation but also get better at recognizing the sounds and finally produce them in order to communicate with others successfully. As a result, they will improve their competence in listening skill even without they are noticing it. Roe and Siegelman cited in Hidi, Renninger, & Krapp (2004, p. 99) define interest as any activity (action, thought, observation) in which one gives effortless automatic attention. Murphey (1992, p. 5) says, "Songs may strongly activate the repetition mechanism of the language acquisition device." It is common that too many drills make the students bored, but their favorite songs can be repeated again and again with equal enjoyment. Most people learn song lyrics faster than the words and melodies tend to store easier in the memory even though the meaning of the words might not be clear. Songs do not only reach students' intelligence but also emotional. Even if the students do not understand the meaning of all words, song itself might help them as escapism from class and makes the learning almost effortlessly.

Dealing with the above discussion, it is assumed that a significant interest of students in listening to English songs will facilitates the development of students' ability to use the language automatically, without conscious effort that might be lead to the better achievement of their listening skill. It can be inferred, the higher students' interest in listening to English songs; the higher their listening achievement will be achieved. Therefore, by conducting this research may show how the correlation of interest in listening to English songs and listening achievement.

METHOD

In order to achieve the purpose of this research, the design is a correlation study. It presents the fact and the calculation systematically based on the data obtained from the questionnaire of students' interest in listening to English songs and their listening achievement test. Cohen, Manion, & Morrison (2005, p. 193) claim that a correlation study is generally intended to answer three questions about two variables or two sets of data:

"First, 'Is there a relationship between the two variables (or sets of data)?"

If the answer of this question is 'yes', then two other questions follow:

'What is the direction of the relationship?' and 'What is the magnitude?'

Relationship in this context refers to any tendency for two variables (or sets of data) to vary consistently."

These following steps illustrate the process of conducting correlation study:

- a. identifying two variables that may be related
- b. stating research question(s) and/or hypotheses
- c. selecting a sample
- d. selecting two or more measure
- e. collecting necessary data
- f. using statistical test to calculate the data (correlation)
- g. interpreting the result

Creswell (2008, p. 152) points out, “A target population is a group of individual with some common defining characteristic that researcher can identify and study.” The population of this research is all Semester - 3 students of English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016. The total numbers of the population were 68 students. Arikunto (2006, p. 131) refers sample to a part of the population which is investigated. It represents the larger group (population) from which it is obtained. Arikunto (2006, p. 134) claims, if the population consists of less than 100 people all the population can be taken as the sample of the research. But if the population consists of more than 100 people, the sample will be about 10% – 15% or 20% - 25% or more of the population. The population of this research consists of less than 100 students, therefore all the Semester - 3 students were taken as the sample of this research. But, when the researcher conducted the research, 14 students were absent. Therefore, the total numbers of the sample who participated in this research were 54 students.

Creswell (2008, p. 361) explains that there are some techniques that can be used to collect the quantitative data such as observation, measurement, and document study of quantitative data. The techniques to collect the data of this research were indirect observation technique and measurement technique. The indirect observation is to investigate the students’ interest in listening to English songs. The indirect observation relies on the reported observation (including self-observation) of others. Sometimes indirect observation can be conducted through the analysis of internal organizational documents (questionnaire). Measurement technique was used to measure students’ listening achievement score. Kaplan cited in Marczyk, DeMatteo, & Festinger (2005, p. 95) defines measurement as a process through which researchers describe, explain, and predict the phenomena and constructs or the daily existence.

The tools of data collection used in this research are questionnaire and listening comprehension test. According to Wilson and Mclean cited in Cohen, Manion, & Morrison (2005, p. 245) questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without presence of the researcher and often being comparatively straightforward to analyze. This tool was administered to find out how far students’ interest in listening to English songs. It is conducted by giving 20 minutes for the students to answer the questionnaire. The researcher gave a brief explanation about the purpose of the questionnaire before now. The students were requested to answer all questions on the questionnaire. In the end, they have to select the best option which represents their own interest in listening to English songs. This research used closed-ended questionnaire. It consisted of 30 statements that the students must answer. It is provided with five choices or answers. The students’ answers of their interest in listening to English songs were scored based on Likert Scale type (Cohen, Manion, & Morrison, 2005, p. 253): strongly agree = 5, agree = 4, neutral = 3, disagree = 2 and strongly disagree = 1.

To examine the validity of the questionnaire use to measure the students' interest in listening to English songs, the table of specification of the questionnaire was prepared as shown in this following table.

Table 1
Table of Specification of Interest in Listening to English Songs Questionnaire Items

No.	Indicator	Number of Items	Total
1.	How I feel about listening to English songs	1, 6, 7, 8, 9, 10	6
2.	My habit in listening to English songs	2, 3, 4, 5, 25, 26	6
3.	Means that I used in listening to English songs	11, 12, 13	3
4.	What I do to the lyrics when I listen to English songs.	18, 19, 20, 21, 22, 23, 24	7
5.	Reasons of listening to the English songs	14, 15, 16, 17, 27, 28, 29, 30	8

Listening comprehension test was conducted to find out the students' listening achievement score. It is applied by asking the students to answer listening comprehension test consists of 50 multiple choice items with four optional answers or choices within 35 minutes. The listening comprehension test is taken from the Longman Introductory Course for the TOEFL Test book.

In order to calculate the correlation of the interest in listening to English songs and listening achievement Pearson Product Moment Correlation Coefficient Formula will be applied (Arikunto, 2006, p. 170). The formula is as follows:

$$r = \frac{N (\sum xy) - (\sum x) (\sum y)}{\sqrt{\{N (\sum x^2) - (\sum x)^2\} \{N (\sum y^2) - (\sum y)^2\}}}$$

Legends:

- r** : Correlation Coefficient of the interest in listening to English songs and listening achievement
- N** : The number of sample
- $\sum xy$** : Sum of multiplying of the interest in listening to English Songs scores and listening achievement scores
- $\sum x$** : Sum of the interest in listening to English songs scores
- $\sum y$** : Sum of listening achievement scores
- $\sum x^2$** : Sum of the interest in listening to English songs scores square
- $\sum y^2$** : Sum of listening achievement scores square

Pearson's product moment coefficient of correlation, one of the best known measures of association, is a statistical value ranging from -1.0 to +1.0 and expresses this relationship in quantitative form (Cohen, Manion, & Morrison, 2005, p. 193). A correlation coefficient indicates both the direction and the strength of relationship between two variables. The direction of relationship is indicated by sign (+ or -). The strength of relationship is represented by the absolute size of the coefficient, i.e. how close it is to +1.00 or -1.00. No relationship between two variables is represented by zero (0.00). The coefficient of correlation will be classified as shown in this following table (Burns, 2000, p. 235).

Table 2
Table of Coefficient of Correlation

Coefficient	Correlation
0.90 – 1.00	Very high
0.70 – 0.90	High
0.40 – 0.70	Moderate
0.20 – 0.40	Low
Less than 0.20	Slight

In calculating how significant the correlation of the interest in listening to English songs and listening achievement, the following t-test formula (Arikunto, 2006, p. 294) is applied.

$$t = r \sqrt{\frac{n - 2}{1 - (r)^2}}$$

Legends:

- t** : Significance value of correlation coefficient
- r** : Correlation Coefficient of the interest in listening to English songs and listening achievement
- n** : The number of sample

Arikunto (2006, p. 306) claims if *t*-value obtained from the calculation is higher than *t*-value shown in *t*-table, it indicates that there is a significant correlation of the two variables.

RESEARCH FINDING AND DISCUSSION

Research Finding

This finding answers the research question: “Is there a significant correlation of interest in listening to English songs and listening achievement of Semester - 3 Students of English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016?” In order to answer this

research question, the writer computed two types of data. They are interest in listening to English songs score and listening achievement score. The first type of data is collected through closed-ended questionnaire and the second data is obtained by conducted listening comprehension test. The two collected data are calculated by using Pearson Product Moment Correlation Coefficient Formula in order to find out how the correlation of the two variables being observed.

$$r = \frac{N (\sum xy) - (\sum x) (\sum y)}{\sqrt{\{N (\sum x^2) - (\sum x)^2\} \{N (\sum y^2) - (\sum y)^2\}}}$$

$$r = \frac{314588}{409006.49}$$

$$r = \mathbf{0.769}$$

The r (correlation coefficient) obtained from the calculation of students' interest in listening to English songs score and their listening achievement score by using Pearson Product Moment Correlation Coefficient Formula is 0.769.

After obtaining r (correlation coefficient) value, the t -test is applied in order to calculate how significant the correlation of interest in listening to English songs and listening achievement of Semester - 3 Students of English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016.

$$t = r \sqrt{\frac{n - 2}{1 - (r)^2}}$$

$$t = 0.769 (11.26)$$

$$t = \mathbf{8.658}$$

The t -table value of the degree of freedom (df) = 52 with 1% (0.01) level of significance is 2.673. Thus, t value obtained was higher than t -table value (8.658 > 2.673).

The hypothesis is tested by comparing the r -value obtained with the r -value shown in the r -table of Pearson Product Moment. It can be seen from the r -table, r -value at the level of significance 1% (0.01) with the degree of freedom (df) = 52 is 0.348. It shows that r -value obtained is higher than r -value shown in the r -table (0.769 > 0.348). Thus, the value of correlation coefficient of 0.769 is significant. The null hypothesis (H_0) is rejected.

Discussion

Related to the above research finding, it is found that r (correlation coefficient) value of interest in listening to English songs and listening achievement obtained from the calculation using Pearson Product Moment Correlation Coefficient is 0.769. Table of the coefficient of correlation (Table 2) by Burns (2000, p. 235) classified that 0.769 indicates the strength of the correlation between the two variables being observed is high. Then, the direction of correlation between these two variables is positive. In other words, the scores on the two variables being calculated move in the same direction, the increase in

students' interest in listening to English songs score is accompanied by the increase in students' listening achievement score. According to Cohen, Manion, & Morrison (2005, p. 193) where the two variables fluctuate in the same direction, as one increases so does the other, or as one decrease so does the other, a positive relationship is said to exist. Plus sign would indicate positive correlation between two variables.

The *t*-value obtained from the calculation using the *t*-test formula is 8.658. It was higher than the *t*-value shown in the *t*-table at 1% (0.01) level of significant with 52 degree of freedom ($df = 52$) that is 2.673. Arikunto (2006, p. 306) states that if *t*-value obtained from the calculation is higher than *t*-value shown in *t*-table, it indicates that there is a significant correlation of the two variables. Thus, this result shows there is a significant correlation of interest in listening to English songs and listening achievement. In other words the students' interest in listening to English songs has good influence on their listening achievement. According to Harackiewicz & Hulleman (2010, p. 43) interest is often regarded as a process that contributes to learning and achievement. That is, being interested in an activity or a topic is a mental resource that enhances learning, which then leads to better performance and achievement. The stronger the students' interest is, the more passion they have in learning, the more lasting the learning activity will be, the more difficulties can be overcome.

Students who are interested in an activity or a topic are more likely to engage and persist, which is lead to the acquisition of new skills and knowledge. As a consequence those high-interest students are able to construct deeper understanding of the skill or subject that they are studying. In brief, interest is regarded as a process contributes to the learning which is involving the high level of attention, intensive effort, prolonged engagement with an activity or a topic and accompanied by feeling of pleasure and a sense of achievement. If the students have high interest in listening to English songs, they will listen to the songs regularly. By repeatedly listening to English songs the students will not only exposed to the particular sounds of English, gradually correct their errors and achieve more native-like pronunciation but also getting better at recognizing the sounds and finally producing them in order to communicate successfully with others. As a result they will improve their competence in listening skill even without they are noticing it.

Siegel (2015, p. 129) claims that the factors that deserve attention in order to develop listening skill are a genuine interest in and motivation. Listening requires listeners to concentrate on the content and make fast responses to what is heard. If students are passive and apprehensive during listening, they will probably feel nervous and wary of taking chances. Therefore, it is necessary to select a wide range of materials in order to increase listening content besides using textbooks. Students need to listen to different level of English to be exposed to natural language, such as listening to English songs and watching movies with English text. In these ways, it is possible to raise students' enthusiasm, cultivate their listening interest, and achieve the goals of learning English.

As stated from the obtained data of the questionnaire, none of the students does not like to listen to English songs. Many of them like to keep more than 20

English songs on their phone, notebook, iPod or Mp3 player. They like to listen to English songs during their spare time. The students listen to English songs not only to entertain themselves but also to improve their listening skill, they want to be able to pronounce English just like the native speaker by singing along when they are listening to English songs and they want to increase their English vocabulary that they need to communicate with others. They are also listening attentively to the songs' lyrics rather than just focus on the melody and rhythm of English songs. They are eager to download the text lyrics of English songs in order to know the meaning of the songs' lyrics and try to memorize the lyrics of their favorite English songs.

Finally, the research findings also showed that the result of hypothesis testing of these two variable. After comparing the value of coefficient of correlation (r) obtained from the calculation by using Pearson Product Moment Correlation Coefficient Formula and the value of coefficient of correlation shown in the r -table of Pearson Product Moment, it shows that the r -value obtained is higher than the r -table value at the level of significance 1% (0.01) with the degree of freedom (df) = 52 ($0.769 > 0.348$). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) which states there is a significant correlation of interest in listening to English songs and listening achievement of Semester - 3 Students of English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016 is accepted.

Based on the above discussion, the level of students' interest in listening to English songs is closely related to their listening achievement. The higher their interest in listening to English songs the higher their listening achievement can be obtained. Practically, listening to English songs, students learn more than new vocabulary, new grammar structures and improve their ability to pronounce English words better to achieve more like-native pronunciation but they learn a new way they can learn a language, even without teachers' instruction outside the classroom activities. It is very important in order to improve students' listening skill because they need to be exposed to the English language outside the classroom independently by listening to English songs regularly.

The high interest students will often recite the words of the English songs while singing it. It makes the students subconsciously understand the content of English songs which eventually will develop their active understanding of the English songs' lyrics. It helps students to accustom their ears in order to listen to English songs specially and listen to something which said in English generally that can lead to the better achievement of their listening skill. Besides, songs do not only reach students' intelligence but also emotional. Even if the students do not understand the meaning of all words, song itself might help them as escapism from class and makes the learning almost effortlessly.

CONCLUSION AND SUGGESTION

Conclusion

Conclusion is the central image of this research in order to make it simpler and easier for the reader to understand what have been written in here. Based on the finding of this research it can be concluded that there is a significant correlation of interest in listening to English songs and listening achievement of Semester - 3 Students of English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, in Academic Year 2015/2016. In reference to the calculation of the obtained data, the writer would like to conclude several points as follows: (1) r (correlation coefficient) value of interest in listening to English songs and listening achievement obtained from the calculation using Pearson Product Moment Correlation Coefficient is **0.769**, (2) the r (correlation coefficient) value indicates there is a high and positive correlation of interest in listening to English and listening achievement, (3) the t -value obtained from the calculation using t -test formula is higher than the t -value on the table of significance (t -table) at 1% (0.01) level of significance with the degree of freedom (df) = 52 (**8.658 > 2.673**). Therefore, there is a significant correlation of the two variables, (4) r (correlation coefficient) value obtained from the calculation is higher than the r (correlation coefficient) value on the r -table of Pearson Product Moment at 1% (0.01) level of significance and the degree of freedom (df) = 52 (**0.768 > 0.348**). Thus, the null hypothesis (H_0) is rejected.

Suggestion

Based on the conclusion above, the writer would like to propose some suggestions that can be stated as follows: (1) the writer recommends English teacher to use English songs as one of the teaching materials and teaching techniques in order to improve the listening achievement of the students, (2) the writer recommends English teacher to choose the English songs wisely. The teacher needs to be cautious that English songs are sometimes notoriously loose in grammar and structure, (3) the writer recommends English teacher to increase the awareness of the importance of listening skill for the students not only as one of the language skills in academic field but also as an essential life skill. Mastering this skill is crucial for understanding messages that the students encounter every day, (4) the writer recommends the students to develop their interest in listening to English songs as one of the effective learning strategies in order to improve their listening achievement, (5) the writer recommends the further research to use listening frequency in listening to English song, students' habit in listening to English songs or other independent variables that can be correlated with the listening achievement of the students.

REFERENCES

- Ajuha, P., & Ajuha, G. (2007). *Communication Skills : How to Listen Better*. New Delhi: Sterling Publishers Pvt. Ltd.
- Arikunto, S. (2006). *Prosedur Penelitian : Suatu Pendekatan Praktik Edisi Revisi VI*. Jakarta : PT Rineka Cipta.
- Burns, R. B. (2000). *Introduction To Research Methods : 4th Edition*. New South Wales: Longman.
- Cohen, L., Manion, L., & Morrison, K. (2005). *Research Methods in Education : 5th Edition*. New York: RoutledgeFalmer.
- Creswell, J. W. (2008). *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research 3rd Edition*. New Jersey: Pearson.
- Harackiewicz, J. M., & Hulleman, C. S. (2010). The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting The Development of Interest. *Social and Personality Psychology Compas* , 42 - 52.
- Harmer, J. (2007). *How to Teach English*. Harlow: Longman.
- Hidi, S., Renninger, K., & Krapp, A. (2004). Interest, a Motivational Variable That Combines Affective and Cognitive Functioning. In D. Y. Dai, & R. J. (Eds), *Motivation, Emotion, and Cognition* (pp. 89 - 115). New Jersey: Lawrence Erlbaum Associates, Inc.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology* . New Jersey: John Wiley & Sons, Inc.
- Murphey, T. (1992). *Music and Song*. Oxford: Oxford University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Siegel, J. (2015). *Exploring Listening Strategy Instruction through Action Research*. New York: Palgrave Macmillan.