

CHAPTER II LITERATURE REVIEW

2.1. Student Empowerment

2.1.1. Definition of Student Empowerment

Empowerment is a popular concept and has been defined as a process of increasing individual, interpersonal, or political power (Gutierrez, 1996), as an intervention (Parsons, and Cox, 1989; Solomon, 1976) and as a skill (Schram and Mandell, 1985) (Smyth, 2006) also asserts that effective students thrive in classrooms with inclusive, compassionate and democratic cultures. This statement suggests that students are not passive recipients of knowledge, but active participants in their own education. This fosters a sense of competence, confidence and autonomy in students.

2.1.2. Two Main Objectives of Empowerment

According to (Mikelson, 1995) Empowerment has two main objectives, such as;

- a. achieving a more equitable sharing of resources and less abusive relationships.
- b. to help all people without comparison and creatively gain power through increased knowledge, skills, and self-esteem.

These goals are appropriate for educational practitioners and students alike because students have questions and doubts about their personal power and future (Pinderhughes, 1990). Likewise students who cannot effectively empower themselves and do not have a sense of being empowered practitioners therefore the above goals are

appropriate for students who still have doubts about their individual power and achieving their privilege.

Education as a powerful means to address social and political inequalities in society is based on several theoretical models (Freire, 1973) and feminist approaches to education and practice (Belensky, Clinchy, et al) suggest a feminist approach to education and to bring about "emancipatory change, changes in personal power, becoming oneself, challenging and eliminating issues of inadequacy in all its forms" Other feminist writers argue that the importance of emphasizing education as a means of incorporating feminist perspectives into social work (Jenkins, et al, 1991) education is key to achieving social change with fairness and equity, which encourages individuals to understand their role in changing existing social realities. (Cummins, 2015).

2.2. Definition of Listening

Listening is a complex problem-solving skill and is more than just the perception of sound. Listening includes understanding words, sentences, clauses, sentences, and composed discourse, listening is one of the fundamental language skills. According to (Kline, 1996) the difference between listening and listening is an important feature for learning and teaching effective listening. Then explains the difference as follows; "listening is the reception of sound, listening is the attachment of meaning to sound. Listening is passive, while listening is active". Similarly (Rost, 2002) states the following difference; "Listening and listening both involve sound perception, but listening is a form of observation while listening is an active and deliberate process, adjusting to the level of intention". According to (Flowerdew and Miller, 2005) all children are born with the ability to hear. Children first listen and then begin to speak, write and read. It can be concluded that listening is a

fundamental ability that has been owned since birth and must be reviewed to increase understanding and knowledge of the meaning of sentences.

2.2.1. Problem in Listening

Among the listening skills is the most difficult skill for language learners. According to (Guo & Wills, 2006) in second or foreign language learning the most difficult of the language is listening skills. Because the overemphasis on grammar, reading and vocabulary, this makes comprehension skills a serious problem in learning English as a foreign language. (Ur, 2007) states that students find some features of listening comprehension easier than others. In this regard, some of the main difficulties that students face when listening are: "hearing voices, understanding intonation and stress, overcoming redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues" (Ur, 2007, p. 11-20). (Underwood, 1989) lists common barriers that students experience when listening such as speed of delivery, not being able to repeat words, limited vocabulary, failing to follow signals such as transitions, lack of contextual knowledge, ability to concentrate, and habits such as trying to understand every word in what they hear. The problems of listening skills are lack of vocabulary, different stress and intonation, speed of speech and lack of concentration therefore teachers must have more effective teaching skills so that students are able to learn with concentration and facilitate students' listening comprehension.

2.2.2. Benefits of Listening

Listening has an important role not only in everyday life, but also in the classroom. (Lynch and Anderson,2003) state that "we only become aware of the extraordinary listening feats we accomplish when we are in an unfamiliar listening environment, such as listening to a language in which we have limited ability". Most people think that being able to write and speak in a second language means they understand the language. However, if they do not have efficient listening skills, it is impossible to communicate effectively. That is, listening is a basic skill in language learning and more than 50% of the time students spend learning a foreign language will be used for listening (Nunan, 1998). (Rost, 1994) explains the importance of listening in the language classroom as follows:

- a. Listening is very important in the language classroom because it provides input for the learner. Without understanding the right input, the material will be difficult to accept.
- b. Spoken language provides a means of interaction for the learner. Since the learner must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not a barrier, to interaction and learning.
- c. Authentic spoken language challenges learners to understand the language as native speakers use it.
- d. Listening exercises provide a means for teachers to engage students, by adding vocabulary, grammar, new interaction patterns in the language.

Listening skills have an important role for learning purposes because through listening students receive information and insights (Wallace, Stariha & Walberg 2004). Emphasizing the importance of

listening (Anderson and Lynch 2003) state that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed simultaneously. In summary, listening has an important role both in daily life and in academic contexts as it is essential for people to maintain effective communication.

2.3. The Power of Song in Learning for Empowering English

2.3.1. Definition of Song

Song is the result of social communication that requires cooperation to form and maintain what is seen as a basic form of human skill (Hargreaves, 1948-present) Song is an organized experience of time that appears in a sequence of sounds in a space that has structure and meaning (Leonard and Meyer, 2007) It can be interpreted that a song is a lyric that has a meaning taken from experience and also lyrics provide motivation to the listener while music is a copyrighted work in the form of sound or voice (Jamalus in Ismanadi, 2008, p. 11), both sound produced by human speech and sound from certaintools (Bonoe in Ismanadi, 2008, p. 11), The word music can be defined as the art of organizing a collection of tones tone into a sound that has meaning. Music is very close to life, since he was a baby a person has been introduced to the "art of music" by his mother with simple songs or chants (for example: Nina Bobo, Pelanngi, artisan baso songs, etc.) songs or singing also enliven life until entering the school education period. as well as early school.

Pop songs are repetitive (Murphey, 1992), like conversation and half the speed of spoken discourse. This makes them easier for students to understand, and in some cases, they can even be understood without

referring to the lyrics. The song speechless also provides an understanding of empowerment and confidence to fight injustice, therefore the author took this song for his research and to find out students' understanding after listening to the song.

2.3.2. Advantages of Music

According to (Aristotle) there are several benefits of music including:

- a. Music is the atmosphere of a person's inner space can be influenced, be it a happy or sad atmosphere, depending on one's own hearing. Music can cheer up a tired, restless and lethargic soul. As entertainment, music can provide a sense of relaxation and comfort or refreshment to the hearing.
- b. Researchers from the scien university of Tokyo show that music can help reduce stress and anxiety levels. Music has been shown to lower heart rate, and will help stimulate parts of the brain associated with emotional activity and sleep.
- c. Music has an influence on increasing human intelligence and preventing memory loss.
- d. Music as a motivation offered in song lyrics with certain feelings and moods.

2.3.3. Disadvantages of Music

Disadvantages when listening to music according to (Frapitasari, 2021)

- a. distracts attention : listening to music is indeed a solution when we feel sad, however, listening to music while studying can hinder our concentration while studying

- b. negative impact on working memory : working memory refers to the information we use for problem solving, learning, and other cognitive tasks this is a trigger to reduce the working capacity of the brain.
- c. reduces reading comprehension : listening to music with a fast tempo, loud, and has lyrics in it can make it difficult to understand and absorb when reading a book.

Based on the description above, it can be concluded that music is a sequence of tones and sounds, a combination that produces sounds in a melody that can affect emotions and cognition. Music can also be used as a means for more effective learning and improving students' listening skills but music is less effective when listened to while learning because it can interfere with student concentration with a fast tempo, loud, and has lyrics in it can make it difficult for students to understand and concentrate on lessons

2.3.4. The Relation between Gender and Song

Werner (2019) highlights the complex relationship between gender and music, showing how music influences and reflects society's constructions of femininity, masculinity, race, sexuality, and class. In her research, feminist criticism is evident in the examination of musical content, consumption patterns, and production processes, with a primary focus on alternative scenes. Although the mainstream and alternative scenes both incorporate feminist cultural criticism, this difference in attention suggests a view of the mainstream as a mass culture to be critiqued and alternative aesthetics as a more transgressive musical practice to be explored.

Meanwhile in a psychological preference, women tend to respond to music in a more emotional way compared to men, (Chamorro-Premuzic et. al, 2009). Additionally, women show a greater preference for popular music than men, (Rawlings and Ciancarelli, 1997). In a study examining the relationship between personality, gender, and a preference for exaggerated bass in music, researchers discovered that men tend to favor bass music more than women. This preference for bass music is also associated with antisocial and borderline personalities, (McCown et. al, 1997).

2.4. Previous Research

This study was conducted because the researcher wanted to know the extent of students' listening comprehension of the values of the song lyric which currently contributes to the character of the students, English is often an obstacle for students, especially when listening and many students cannot even listen, this was experienced by the researcher when conducting teaching activities in high school, this can be realized by each student's learning motivation and awareness of student character in learning English.

Previous research has examined how heroine films are used as a medium to enhance gender by (Kasiyarno, et al, 2022) "Using heroine films to promote gender awareness: a classroom-based study at an Indonesian university" This study collected data from student-made artifacts, classroom observations, class discussion notes, and semi-structured interviews. The researcher found that films can influence participants' perceptions of gender values resulting in gender awareness, women's efficacy, promotion of gender equality, and reinforcement of social reality. This study also provides a detailed description of the classroom-based pedagogical procedures used in the research.

Other researchers have investigated the use of song lyrics for teaching and learning phrasal verbs in English. The one conducted by (Akbari, Fatemi et al, 2016) "The value of song lyrics for teaching and learning English phrasal verbs: a corpus investigation of four music genres" This study analyzed the frequency of phrasal verbs in song lyrics from four different genres (Pop, Rock, Hip-hop, and Metal) and compared their usefulness for language learning and teaching. The results show that song lyrics are potentially a useful resource for learning phrasal verbs, and differences in the types and frequencies of phrasal verb tokens among the four genres can be used to determine the usefulness of each genre for students of different proficiency levels. The study also found that exposure to popular media, such as movies, TV shows, books, music, podcasts, video games and social media, can contribute to incidental vocabulary learning outside the classroom.

Meanwhile, this research focuses on how students' listening comprehension of character awareness in the song, this researcher also uses a case study method with a qualitative approach, for data collection using open ended questions and conducting interviews, and to analyze the data, this research uses thematic analysis with a deductive approach, which means, detailing general ideas into more specific ideas or based on experts' theories.