

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

The author considered several journal that related to the topic of the study. However, there are three previous studies that have been conducted by some researchers, those previous studies have been published in the form of journals below.

The first research was conducted by Raudyatuzzahra (2020) with the title "Student perception in the use of English Song to Learn English Pronunciation at a Private English Course In Mataram". This research was examines a students from an informal educational institution in Mataram with qualitative research methods and interviews as a data collection technique. From this study, it shows that students have a positive perspective regarding the use of English song, they think that song can increase their motivation in learning English as well and can improve their pronunciation. But there are some challenges that are difficult to hear because the rhythm of the song is too fast.

The second research was conducted by Brigita Griska Putri, Putu Dian Danayanti Degeng, and Moh. Hasbullah Isnaini (2022) with the title "EFL Student's Perception Towards The Use Of English Songs As Listening Learning Media". This research was examines a student from SMK Negeri 2 Batu with quantitative research method and questionnaire also interview as a data collection technique. From this study, It is known that students like to use English song that are applied to learning because using English songs in listening can hone their listening skills and improve other English skills such as speaking, grammar, vocabulary, and pronunciation. In addition, they feel challenged to listen to the words in English songs at a fast tempo.

The third research was conducted by Ester Sekeon, Paula Rombepajung, and Tirza Kumayas (2022) with the title "Students Perception Toward English Song as a Learning Media of Listening Comprehension". This research was

examines a students of University of Manado with Qualitative Methods and Questionnaires as data collection techniques. From this research, two important facts were found, the first fact that students agree that song can be the easiest media that can access for learning because this day there are many people have access to the internet and the second students agree that song can facilitate the pronunciation of their English vocabulary.

2.2 Listening Skill

In learning English we need to master four skills, namely listening, reading, writing, and speaking. On the four skill, listening is the first skill that students must master as well as one of the most difficult skills because learning English requires more attention and concentration to understand sounds or listen to material.

2.2.1 Definition of Listening

In general, listening is the ability of humans to receive and interpret messages in the process of communicating. Having the ability to listen is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood or difficult to understand. According to Underwood (1989:1) “Listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard.” Meanwhile, Yagang (1993) argued that it is the ability to identify and understand what people are saying. This include understanding a speakers’ accent, his grammar, his vocabulary and the main part is to taking his meaning.

2.2.2 Listening Comprehension

There are many experts who explain what is listening comprehension. According to Brown and Yule (1983) listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input

through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

2.2.3 Students Difficulties in Listening Comprehension Test

To better understand the difficulties in learning to listen, we must begin by identifying the difficulties students face. One obvious obstacle is the fact that "the pronunciation of words may also be very different from how they appear in print" (Bloomfield et al. 2010:3). Unlike reading, listening requires a long process to interpret what the speaker is saying and the listener can't control the speed of other people's say, therefore the listener must be able to balance between listening to the topic conveyed and then understanding it. There are some difficulties that students usually experience during the listening comprehension test. First, when students are asked to listen to a conversation without text, it makes it difficult for them, second, the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. In addition, regional accents can also affect the difficulty of students understanding the message that other people conveyed, especially each country or region has a different English accent. A familiar accent is "easier to understand than an unfamiliar accent" (Bloomfield 2010: ii).

All of the factors mentioned above contribute to the complex process that students go through when understanding oral dialogue, this makes listening activities very demanding for students to

constantly and simultaneously face various difficulties to capture the message and understand the spoken discourse.

2.3 Song

A song is a collection of art tones or sounds in sequences and combinations that produce a piece of music. According to Jamalus (1988:1) Song is the result of sound art that expresses the thoughts and feelings of its creator through songal elements, such as rhythm, melody, harmony, song form/structure and expression as a whole. Based on the above opinion we can conclude that songs can be a medium to express someone's feelings such as releasing joy, conveying anxiety, or even music can be an entertainer when we are sad. In addition, songs can also be a cultural identity of a community because songs can commemorate important events, or increase the spirit of exercise.

Hadian (2015) on her research about the use of song lyric in teaching listening for students of junior highschool in Bandung states that the students significantly enjoy the listening activity. As the result, the students responses positively and enthusiastically to the lesson and engage easily in the whole learning process. Other researchers, Dzanic and Pejic (2016) states that no one can deny that song has played an important role to modify human mood and emotion. Furthermore, another study has shown that song can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax the overwhelmed or stressed people, make learning fun, and help students understanding materials (Asmus, 2021). Therefore, the use of song as learning media in teaching listening can improve the vocabulary mastery and its pronunciation well as stated by Isnaini and Aminatun (2021).

2.4 The Advantages of Song in Teaching English

There are many students who are very happy to listen a song, song provides several advantages to us not only for entertainment but song can be a tool for students to learn English, especially now there are many applications for listening to song that also provide a song lyric features so the listener can

listen while read the lyrics. For teachers, using song to teach English has received much attention due to its profound advantages as authentic material and has been emphasized due to its great benefits (Romero, 2017) because it can improve student's motivation and performance in learning a foreign language (Chen & Chen, 2009). According to Brewster (2002:162) there are many advantages to using song as learning media. First, song could become a media introduction of new languages, second songs can improve student's pronunciation, third song could be give good contribution in increasing students motivation, and last song can strengthen memory of student.

Previous researchers have proven that using song in learning English in the classroom will be very helpful, especially now there are many kinds of song that students can choose from, student can choose their favorite song so they will be more excited to learn English. In research conducted by Burhayani (2013) it is proven that Songs help the students to improve their vocabulary, their English learning skills, and develop the habit of learning the English language with more passion. Another study conducted by Tribhuwan Kumar, Shamim Akhter, Mehrunnisa M. Yunus, and Atefeh Shamsy (2022) with title "Use of Song and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts" in their research they found that song can be a tool to motivate EFL learners to learn English, song can affect students' emotions and behavior because they do not perceive song as an academic process but as their entertainment, In addition, song also gives a sense of relaxation to students, allowing accidental acquisition of vocabulary. Orlova said that incorporating song into the classroom makes the class fun and can allow students to improve a lot of students' vocabulary, grammar and pronunciation skills.

From the statement above, it is proven that song has many advantages and benefits for students and teachers if we can use it smartly. We not only listen to song when we are tired, but for teachers we can use it for learning media and game media that we insert after learning enough such as complete a lyrics games, etc.

2.5 Types of song for learning

According to Dale T. Griffiee (1992) divides song into five types:

- a. All songs. It is called so because any activity can be used with this kind of song.
- b. Short or slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy, such as sleeping.
- c. Song that tells stories. It is a song that has a chronological order stories. It has a beginning, a middle, and an end.
- d. Long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast.
- e. Short song or fast song, this song typically has no repeating phrases or refrains. It is also has has a quick tempo and a short time.

For the type of song that we can use in learning, it must be in accordance with our needs. song have many types such as animal, family, lullabies, love, sports, and many more, but we need to remember that we must choose the type of song that is suitable for the age of students. To learn English we need to choose a song whose lyrics are clearly audible and also the right pronunciation, but before using song in the classroom, teacher must to do a survey first in the class about what's song they like to listen because using song that student like will increase their motivation in learning and the author believes that when students like the singers and their songs, they will be determined to understand the content of the song.

2.6 Student's Perspective

Humans are special beings who are given the mind or mind to think about many things by God, because humans are social creatures often they have their own opinions and views when dealing with something and this often causes differences in perspective between fellow humans. The word

perspective comes from Latin, namely "perspicere" which means "picture, see, view". Based on the terminology, perspective is a point of view to understand or interpret certain problems. Other definitions used in more of an interpretative or behavioural sense include "a view or prospect", "a particular way of regarding something", or "an understanding of the relative importance of things". So we can conclude that perspective is a point of view about a problem or about a topic that can arise from every human, perspectives can be different from each individual and this is natural. Even in certain situations the views of every human being can be unified.

Regarding students' perspectives, learning English as a second language is certainly a very difficult challenge. Therefore, to increase student motivation, we as teachers must do direct research to find out what kind of learning techniques that students like and what kind of English classes they want. So the only way that we can do is by asking students' perspective so that we also know what difficulties they feel and how do we solve it.

2.6.1 Students perspective on the use of song in improving their vocabulary

The success of an English learning is largely determined by the vocabulary that students have. Students who have enough vocabulary will certainly understand more quickly what the teacher conveys, especially if the media used can raise their spirits. Songs are a media that can facilitate language learning. According to Suwartono (2012: 149-151) argues that the rhythm and authenticity of songs can be used for language learning because rhythm and tone bring a sense of pleasure to the listener. The text in the song contains real examples of the use of language, for example, the lyrics "I'm stuck with you" from the Stuck With You song or the lyrics "I just want to see how beautiful you are" from the Best Part song. In lyrics of song there are many words or sentences that can help increase students' vocabulary depending on what topic is being studied, if you are learning

about family then there are special song that can be used in class to facilitate learning.

In research conducted by Jesi (2019) in her research, students agreed that the use of song media is very able to help students improve their vocabulary seen from the results of existing questionnaires, besides that one of the students explained the statement "The use of song media is very beneficial for students, everyone must like songs, therefore songs can be a media that attracts students to learn and is able to provide a fun student learning experience. In addition, the use of this media can also increase students' vocabulary from the songs they listen to. However, the use of song media must also be accompanied by the right strategy in learning. The statement supports that songs can be a medium to increase vocabulary, especially there are many types of songs that can be used according to the topic discussed and the age of students.

2.6.2 Students perspective on the use of song in improving their pronunciation

A. Learning English Pronunciation

In speaking in English, the correct pronunciation is an important so its doesn't change the meaning of the word and other people will understand it. According to AMEP (2002) Pronunciation is focused on the production of sounds commonly used to make meaning and this includes segments and aspects of language such as intonation, and rhythm. That is, pronunciation can be referred to as a link in a conversation between two people such as native speakers and non-native speakers. If we mispronounce an English word, the person we are talking to will not understand what we are saying. So pronunciation is very important for students because when learning English they are required to be able to hear the pronunciation of native speakers so that they can understand the words.

Learning the correct pronunciation of English is very important for students because it can help students speak English well, and increase students' confidence in having English conversations. By mastering English pronunciation, students can learn to speak fluently like native speakers. In other words, by mastering pronunciation we can reduce misunderstandings in communicating.

B. The Use of Songs in Pronunciation Learning

Learning pronunciation and speaking is the thing that most students avoid, students tend to think learning to speak is difficult because it must be with the correct pronunciation therefore song can be a great alternative for students who want to practice their pronunciation as said by Ulate (2008) that songs provide a good learning atmosphere, relieve tension, develop inspiration, motivation, and improving student memory means that by using English song in pronunciation learning students can be more active in participating in class activities and be more serious in learning pronunciation. When students listen to an English song they will automatically learn English. In addition, students can gain new vocabulary and can learn how English words are pronounced by listening to the way singers pronounce words directly from song.

The use of song in class can make students acquire the target language (in the form of improved pronunciation) by feeling relaxed in a classroom atmosphere during the teaching and learning process. Song can help give students an understanding that pronunciation is important in learning English so it is recommended that teachers choose songs carefully by considering various aspects such as school level, age preference, and difficulty level of songs and rhythms.

In research conducted by Nurul (2015) on Batanghari University students it was proven that English song techniques can

improve pronunciation, this can be seen from the difference in average scores between the experimental class and the control class. The score of the experimental class was 91.78 and the average score of the control class was 84.64. This means that the average score of the experimental class is higher than that of the control class. The posttest also showed an improvement in students' pronunciation after the students were taught with English song techniques. In addition, Brittany (2018) held a song intervention for eight weeks to be able to prove the influence of song on student pronunciation, the results showed five out of six participants showed improvement in their English pronunciation after they participated in the eight-week song intervention.

2.6.3 Students perspective on the use of song in improving their listening skill

Using song can provide motivation and develop students' interest in listening. That is, using song can stimulate positive encouragement for everyone who learns a language (Kartawijaya & Yelnim., 2021). Especially in this modern era, many genres of song are present. A teacher can choose the right and suitable song to be given as a stimulating medium for listening classes. Song can provide motivation and develop students' interest in listening. That is, using song can stimulate positive encouragement for everyone who learns a language (Kartawijaya & Yelnim., 2021). Especially in this modern era, many genres of music are present. A teacher can choose the right and suitable song to be given as a stimulating medium for listening classes. Listening to English song can be a start to stimulate the brain to recognize words in English. Then, after some practice, the brain will absorb some new words and these can be used to improve other skills such as speaking and writing (Ilyosovna, 2020; Louis. et al., 2016; Weiwei et al., 2021).

In research conducted by Sisdianty and Anifah (2018), it can be concluded that the use of songs in learning to listen to English in class can

motivate students to follow lessons and pay attention to class. The concept of using original hearing aids like the songs contained in the lyrics of popular songs sung by their favorite artists supports the same values and principles as taught in the original material, such as commitment, responsibility, love and compassion. Getting messages through song lyrics is much easier because Songs are also easy to get so teachers can easily find materials and songs to be used in lessons and in songs present a lot of new vocabulary and phrases. Students often listen to songs both inside and outside their homes in their spare time, so song media is suitable for use in learning because it will make it easier for them to understand what the teacher teaches, especially English listening lessons.