

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter the researcher presents about previous research related the research topics, and key terms about this study ; perception, English song, and English skills.

#### **A. Perception**

##### **1. Definition of perception**

Perception is derived from the Latin word, perceptio, percipio which means the act to arrange, identify, and interpreting the information sensitively which aims to provide information include a description and understanding of the environment. According to Andrian (2010), perception is an activity in the form of observing, integrating and evaluating bodies or social objects. Feelings usually depend on physical and social stimulation in the environment. This environment will be dealt with other things that have been learned, including expectations, values, memories, attitudes and other forms. On the other hand, Rahmat (2007) suggests that perception is an experience gained in objects, events or relationships by summing up information and interpreting information to give meaning to the senses.

Unumeri (2009) argue that perception is the process where by people select, arrange, and conclude sensory stimulations into meaningful information about their work environment. Perception allows us to take the sensory information in and make it into something meaningful. You can recognize songs from the rhythm of the melody, the sound of the singer, and the lyrics. Through these sensors, we experience things and interact with some things in the world. Recognizing and interpreting sensory information such as sounds and sounds this is part of perception.

## **B. Language Exposure**

Language exposure is important for students' English development. Franklin (1974) explains how important language exposure to English development language development depends on exposure to certain linguistic experiences. Lubega (1979) also added language exposure is essential for language learning and the type and level of language proficiency derived from the language learning process is almost entirely determined by language exposure. Basically the development of English is gained from the experience of English, not only by learning.

## **C. English Song**

### **1. Definition Songs**

The song is a sort of music with words that be sung. The song is a short musical work set in a poetic text with equal importance given to music and the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. According to Nurhayati (2009), song is explained as multi purpose media for language learning which

all the features in songs support the learning process. All language skills (listening, reading, writing, and speaking) can be taught using songs.

According to Zahro (2010) Song is an interesting media that offers the high imagination. The language of song usually is easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything. Sophya (2013) stated that the song is a great "tool" to help the students learn English. More specifically, the song is believed to be able to motivate students during the learning of English.

## **2. Elements of Song**

The teacher must know about the elements of the song before teaching the song to students, such as melody, rhythm, harmony, and lyrics. According to Shofiyah (2015) there are three elements of the song, they are:

### **a. Melody**

Melody is sweet music, tunefulness, the arrangement of note in a musical expressive succession. A melody in music is a series of linear events or a succession, not simultaneously as in a chord. However, this succession must contain change of some kinds and be perceived as a single entity called melody. The main elements of melody are duration, pitch, and quality (timbre, texture, and loudness). The melody consists of one or more musical phrases, motif, and is usually repeated throughout a song or piece in various forms.

## b. Rhythm

Rhythm from Greek- rhythms, any regular recurring motion, symmetry is a movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions. In other words, rhythm is simply the timing of musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as timed movement through space.

## c. Lyrics

Lyrics are simply words of the song, the lyric of song text roles not only as a complement of the song but also an as important part of musical elements that determine the theme, character, and mission of the song.

## d. Types of song

- 1) Classical songs are those in which traditional music plays a main role. This songs were first composed by artist like Johan Sebastian Bach, Ludwig Van Beethoven, etc.
- 2) Pop song are those which have contemporize lyrics and an upbeat rhythm, basically meant for the youth culture. Some of the popular artists of this genre are Michael Jackson, Justin Timberlake, Britney Spear, etc.
- 3) Rock songs are the most popular among teenagers. They consist of clear piece of lead guitar, drums, and keyboards as some of the main instrument.
- 4) Metal songs are a bit more hard-sounding than rock songs. These songs have pitches and screaming vocals, heavy guitar leads, and solid drum work.

- 5) Hip hop or rap songs, the singer lyrics in an off- beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synch, with a focus on the way the lyric are sung.
- 6) Dance songs are those which are fast and have a thumping rhythmic pattern.

El-Nahhal (2011) says that there are three kinds of songs :

- a. Communication songs: These are songs with a language that closely approximate normal speech styles.
- b. Language songs where one structure or a lot of lexeis is repeated over and over again.
- c. Action songs that require action or some sort of mime to be performed while singing them.

### **1. Songs Selection**

Songs are commonly used in the teaching and learning process, however, choosing the most suitable songs to be applied in class is quite difficult. In order to overcome this problem, Lynch (2008) provides criteria of song selection. They are:

- 1) Use songs that are popular with the students. The students usually prefer to listen to songs which are popular because it can catch their interest.
- 2) Songs must have clear and understandable lyrics. The clear lyrics will help the students to listen and to get the meaning of the songs easily.

- 3) Each word must be pronounced clearly and the vocabularies must be varied and rich. The clear pronunciation will avoid the students from the confusion. Moreover, the students' vocabulary will be enriched through songs.
- 4) Songs should have an appropriate theme. Songs with any type of negative theme should be avoided.
- 5) Use cheerful or humorous songs. It will bring fun atmosphere to the class and it also makes the students more enthusiastic to learn.
- 6) The songs must carry some message or interesting story. If it is interesting, the students will pay more attention to it.

Through songs, the students can learn something from the lyrics or the words appear in the songs. Therefore, in order to make songs more meaningful in the teaching and learning activity, the teachers should pay attention on the songs criteria above so they can select the songs carefully and appropriately.

#### **D. Songs As The Learning Source**

The main key to mastering English is to practice and spend time with it. Ara (2009) explain the key to mastering the language when language learning starts early, it can last longer and provide more practice and experience, which ultimately leads to better fluency and effectiveness.

One of the benefits of the song is said by Sharpe (2001), the song provides an opportunity for the use of real language in pleasant situations. So that with the creation of a pleasant environment in the learning process provides great benefits for classroom activities. Minchew (2001) also praised the power of play as a tool for learning. When students experience the teaching and learning

process as a game, the impact is not only on improving students' motivation in the learning process, but also on better understanding of the material. Murphey (1992) also added music has the potential to change the atmosphere, but more important than his affirmation of this fact is that in this case what he meant was the atmosphere in the classroom, and described the music as follows ; It seems to energize where there isn't, and triggers a picture when students complain because there's nothing to write about music is a place where dreams develop.

Therefore, Sevik (2012) believes that songs are in valuable in the classroom to create fun activities that are able to contribute to supportive settings, not threaten with confident and active learners. Furthermore, the song also provides a great opportunity for repetition and rehearsals that may be boring. This is one alternative method for drilling methods that can be a burden for some people. Repetition of language with songs is more fun. Activities such as repeating a choir or singing a cumulative song in which each verse borrows words from the previous verse are activities that make learning more enjoyable. While doing the repetitic activity by singing also make the word memorized by students. As quoted from Falioni (1993), music is an effective memory aid for the classroom, many people often remember rhymes, rhythms or melodies better than regular speech.

### **1. The Role Of English Songs In Learning Listening**

Listening is meant to focus on the meaning of the message. Sevik (2012) argue the definition of listening, listening is the use of receptive language, and since the goal is to understand speech, the focus is on meaning rather than

language. Therefore, listening to some English songs can be a good resource in introducing some English accents. Some examples are British English, American English, African-American English, Aboriginal English, and Geordie. This is due to the complainant having a different English accent. It makes English words more familiar to students. Therefore, this will improve the accuracy of their hearing.

In addition, listening skills are a good start to learning English. The reason is explained by Nation (2014) who said, the useful thing to do at the earliest stage of learning another language is to listen to the way the language is spoken, even when you do not understand anything at all. In addition, listening to English, especially from native speakers, is able to stimulate students to be able to get the correct pronunciation of the language.

Ward (1980) says the presence of rhyming words and poetic devices such as alliteration and onomatopoeia helps to focus on a particular sound, thus providing valuable ear training and giving us the opportunity to repeat the same structural items many times, thus helping truth and fluency expression. The method used by taking the track as a learning resource is an alternative method of drilling. Because, words that have catchy melodies can reduce the level of boredom of students.

### **1.1 Successful Listening**

Listening demands the ability to play in the process, by listening and then responding to what they have heard. Listeners can also activate different types of knowledge and apply what they know to understand what is meant by the



speaker Anderson (1988). In addition, effective listening is one of the factors that contribute to the success of listening activities. According to Anderson (1988), effective listeners are active. They do not passively receive and take notes. Listeners are involved in the understanding process: they apply the relevant internal information available to them to construct their own interpretation of what has been said.

From their statements, it appears that in order to achieve successful listening, listeners must activate knowledge such as words to understand what the speaker means. In addition, listening also requires concentration because if they don't concentrate when listening to the material, it will be difficult for them to understand what they hear.

## **1.2 Listening Difficulty**

Listening difficulties may arise from the task being arranged in such a way that it is important for the teacher to analyze the listening task before it is given to students. Nunan (1991) also provides four principles of teaching listening skills, namely:

- 1) Maximizing the use of material that is relevant to the real life of students.
- 2) Maximize the use of authentic language.
- 3) Vary the material in terms of gender, age, dialect, accent, topic, pace, noise, level, and genre.
- 4) Always ask students to listen purposefully and let them show understanding in an assignment.

Through these principles, Nunan advised to overcome overcome difficulty listening, the teacher must provide appropriate material based on the level of the students. Teachers can reduce listening difficulties by considering the type of language used in the material, the purpose of listening and the context in which listening occurs.

## **2. The Role of English Songs in Learning Speaking**

The main problem students face in improving their speaking skills is the lack of courage to practice. Therefore, songs can help students through the problem. Rosova (2007) also added that she described the song as resembling egocentric language, in which students speak, with little attention to the recipient. The role of the song is explained by Rosova (2007) which asserts, for most students, singing or reciting rhyming is much easier than speaking. In this way, the learning process can be done in a fun way. They just love hearing themselves over and over again. In essence, songs are very useful for students to support students practicing their speaking skills.

## **3. The Role of English Songs in Learning Pronunciation**

For some language learners, some English sounds can be very difficult to pronounce. The reason is because some sounds in English are not in their native language. In this case, the song can be effective in improving pronunciation skills in a variety of ways. Engh (2013) states song support there may be no better or faster way to teach phonetics than with songs. In addition, this can be very helpful because the rhythm of the lyrics in the song helps learners to put pressure in the right place, create a natural flow of language and build fluency to aid pronunciation Ward (1980).

#### **4. The Role of English Songs in Increasing Vocabulary**

To improve a good knowledge of vocabulary, songs can help students. Sevik (2012) believes that songs are invaluable in the classroom because songs provide exposure to a variety of authentic languages that students will eventually face in a non-academic environment. Thus, English songs can be an interesting learning resource that is able to support students in the process of learning English.

In addition, songs are a great and interesting way to remember many words. This helps students remember new words more easily. Salcedo (2010) with the results of his study that when comparing the ability to remember, it was found that spoken text is least remembered, followed by repeated text, and then with melodic text as the most memorable. Wallace compared the direct and long-term memory of the spoken text to the text studied with the music. The results showed that memory was significantly greater for sung conditions than oral conditions, revealing that music, if repeated, simple, and easy to learn can make text easier to learn and remember better than when the same text was studied. without any melody. Songs are very easy to create in learning.

#### **E. Previous Study**

Previous study of the research so many and have different to study. Here, the researcher studies about perspective students' on the use of English Songs In Learning English To Students English Skills Development. One of them is "The Influence of Listening English Song to Improve Listening Skill in Listening Class from IAIN Surakarta" by Tri Listiyaningsih (2017) Based on his journal shows listening English songs can improve listening skills because songs can be a medium to improve listening skills. When someone learns about English files,

they should understand in listening and listening skills is one of the skills that must be possessed in understanding learning English. The influence of using songs can increase vocabulary, improve pronunciation, and can make understanding listening skills and improve listening skills.

The second study was titled *Improving Student Pronunciation Using Songs* by Asmaradhani (2018). The study found that most students can improve their pronunciation. In addition, the study also found that students have a strong interest in listening to and understanding English songs for the learning process.

The study from Andriani (2018) improved listening ability through English songs has increased significantly. By listening to English songs, students can enjoy the activity and this makes it easier for them to improve their listening skills. Listening to English songs can enrich the vocabulary for the listener. Vocabulary will increase as learners listen to English words. The increase in pronunciation can also increase because the singer is a native speaker, so learners will hear the pronunciation correctly and can improve their English pronunciation. Then the improvement of listening skills also increases due to the above two factors.

Sri Lestari (2019) *Student's Perception of English Learning by Using Rap Music Media*. The results showed that students' musical tastes, habits of listening to English music, and fatigue factors influenced their enjoyment of learning English using rap music. However, students who are often exposed to English-language songs, consider it necessary to apply English teaching using rap music media. The student felt motivated to learn the pronunciation of rap music that

was judged too quickly. The positive thing about learning to use rap music is that most students will relax without feeling tense while learning when compared to conventional methods.