

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a description of the theoretical framework used in the research. Discusses the habit of listening English songs and vocabulary mastery.

#### **A. Habit in Listening English Songs**

This section discusses about the definition of habit, aspect that measure student's habit, and listening English songs.

##### **a. The Definition of Habit**

The definition of habit comes from the word ordinary which means to repeat or do it regularly even though at different times and places. Habits cannot be separated from values. Habit is something that is usually done, the behavior is often repeated so that over time it is automatic and permanent. Habit according to psychologists is defined as the behavior of acquiring movement skills and the ability to use them consciously. Based on Richard & Schmidt (2010), habit is a pattern behaviour that is regular and which has become almost automatic as a result of repetition. Habit is a form of repeated action (same form) that is carried out consciously, with a clear purpose and is considered good and right.

Habits are influenced by several factors, for example, environmental factors. The environment or place of residence affects us in our activities which eventually form a habit. This view is widely shared by (Wood et al., 2002, p. 1281) in which habit performance reflects the routine repetition of past acts that are cued by stable features of the environment.

Habits in everyday life, such as the student's habit of listening are enjoyable activities. This is very useful for students who have a hobby of listening to the songs because by listening students often repeat the song until they are memorized, they often even understand the meaning of every foreign word in the song.

According to (Wood & Neal, 2007, p. 849) Repetition and the consequent development of habitual control typically are associated with a significant redistribution of brain activity. In this case, it means that the brain will continuously remember and memorize every word of the song that the students listen. Students may also increase their vocabulary mastery unconsciously just by listening English songs.

#### **b. Aspects that Measure Students' Habit**

To mastering vocabulary by song we must get used to listening to the song first. The following are aspects that can measure students' listening habits, the following aspects are very important for the continuation of students in their listening habits. According to (Muqrobin, 2012, p. 56), there are eight aspects measuring student's listening habits:

##### 1) Attitude

It was explained that attitude will encourage students to have habits in the realm of listening. If the students' listening attitude is good, the maximum results from listening will be obtained.

## 2) Motivation

Motivation is the most important thing that a person has in doing something being a reason why people struggle to do what is intended. With the motivation of people to make efforts to get the best results.

## 3) Pleasure

Feeling happy about doing something will be very useful in any activity. If we do something with pleasure it will make it easier for us to achieve the desired success.

## 4) Attention

When the student has the motivation to succeed, they will give attention. By paying attention, students easy in listen to an English song.

## 5) Facility

Both resources and facilities are important to develop students' listening habits. It is said that to acquire the habit of listening, good facilities are essential.

## 6) Frequency

Time is an indicator that can be used as a benchmark whether students' listening habits are good or not. The amount of time spent listening English songs shows that students have good listening habits.

## 7) Will-power

By having willpower (motivational desire), then attention and concentration on a certain thing will be produced, and finally, the habit will come.

## 8) Awareness

Students have good habits if they have learning awareness. This new awareness stage will require individuals to think and speak in a way other than dichotomously. This will require seeking commonalities in others and, as a result, diversity, not difference.

### **c. Listening English Songs**

Listening is the first language skill that an individual acquires in someone. Listening is also an active and intentional process that involves understanding the words and sounds heard, as well as listening with a view to understanding which is called active listening. Students can develop an emotional response to what they hear.

Listening to English songs is one of the most effective ways to train us to get used to it. (Kristyana, 2014, p. 126) stated that learning through song lyrics will be able to develop language quickly as well. By listening to English songs, we can know more English words. Then, by listening to English song, student can practice their tongue to speak fluent English.

Music is fun for some people. The right music can represent emotional state. What is more, people can listen to music anytime and anywhere. They can easily memorize the lyrics of the song that they sing over and over again with the meaning. It is not strange that people want to sing along when they listen to a fun song. Besides being fun, trying to sing English songs can also practice pronunciation.

If someone has often listened to the song and read the lyrics, over time they will memorize it and be able to sing the song without having to look at the lyrics.

That is, they have understood the lyrics and the contents of the song. they also understand the words in the lyrics and they can use them in English conversation.

## **B. Vocabulary Mastery**

In vocabulary section discusses about the definition of vocabulary and types of vocabulary.

### **a. The Definition of Vocabulary**

Vocabulary is a collection of familiar words that are mastered by someone. Elizabeth & Rocío (2016) also said that Individual success in a second language is about how much vocabulary is acquired. In general, Vocabulary is also closely related to the development of a person's age, plays an important and very basic role in communication skills and ability acquisition. "Vocabulary is stored in some form in the speaker's lexicon and must be accessed to be used during the process of communication" Richards & Schmidt (2013) .

Vocabulary is a set of words that are owned by a person or other entity or are part of a particular language. Nunan (2003) stated that it is clear that a set of words is a vocabulary. Vocabulary is the types of words, namely nouns, adjectives, and verbs where the word is used in language use. A person's vocabulary is defined as the set of all the words that the person understands or all the words that the person is likely to use to construct new sentences. Vocabulary is an important aspect of language learning. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. Therefore, many

standardized exams, such as the SAT (Scholastic Aptitude Test), provide questions that test vocabulary.

The addition of one's vocabulary is generally considered an important part, both in the process of learning a language or developing someone's ability in a language that has been mastered. School students are often taught new words as part of certain subjects and many adults find vocabulary building an interesting and educational activity.

**b. Types of Vocabulary**

There are several types of vocabulary in language learning. First, according to (Kartika, 2019, p. 23) according to the characteristics of each word is divided into two:

- 1) Active Vocabulary, in which this type is words that are easily understood by students, spoken correctly, and students can use them constructively in writing and speaking. This vocabulary is vocabulary that has been taught or learned by students so that students can use it.
- 2) Passive Vocabulary, words that are understood by the students but cannot produce them correctly.

Second, dealing with frequency and range vocabulary often occur in the language, it can be divided into four levels as follow:

- 1) High-frequency words

Covers 2000-3000 most frequently used word families. This covers 80% of the use of words in the text or spoken.

2) Low-frequency words

A collection of rarely used word families. By learning that is of personal interest or background of study and so on.

3) Academic word

Word families appear more frequently in academic texts (textbooks, lectures, handouts, journal articles, reference manuals, seminar presentations).

4) Technical words

Word families that are only known by someone who is in their field, for example regarding professions, sports, or other special fields.

### **C. Previous Studies**

To strengthen the research basis, in this chapter the researcher presents several studies related to this research.

First, Rini (2021) conducting a researched investigating correlation between student's vocabulary mastery and reading comprehension based on gender differences. The result showed that there was a positive correlation between vocabulary mastery and reading comprehension and there is no correlation between male student's vocabulary mastery and reading comprehension then for correlation between female student's vocabulary mastery and reading comprehension there is significant correlation.

The similarities of the current study and this previous study are similar to correlational study and focus on vocabulary mastery. But there are also differences from the previous researcher. This previous study correlated between student's vocabulary mastery and reading comprehension based on gender differences while

this study is correlation between listening English songs habit and vocabulary mastery.

The second research is from Kartika (2019) researched on the correlation between students' habit in listening to english song and vocabulary mastery at IAIN Palangka Raya. She found that the mean of the scores of the listening to English songs habit is 112.17. The mean score of the students' vocabulary mastery test is 74.3. From the result of the correlation calculation, it can be seen that the value of correlation is 0.506 which is interpreted as a positive correlation at a moderate level. In this case that students' habit of listening to English songs has a moderate relationship or gave an influence on student's vocabulary mastery. The similarities of the current study and this previous study are similar to correlational study and focus on English songs habit with vocabulary mastery.

Silmi (2019) investigating a correlational study between students' habit in listening to english songs and students' mastery of noun phrases. She found that there is a significant correlation coefficient between the students' habit of listening to English songs and their mastery of noun phrases. The correlation coefficient shows that the significant coefficient correlation is 5.865. It is greater than the critical value of t distribution in the table with 5% significant level that is 2.05.

The last research is from Yulianto (2010) conducting a researched investigating a Correlational Study Between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of The Eleventh Grade Students of SMKN 3 Surakarta. He found that there is a significant relationship between the three variables, which shows that all hypotheses say a positive it means



that the improvement of students' habit in singing and listening to English songs and vocabulary mastery will be followed by the improvement of students' speaking skill. The similarities of the current study and this previous study are similar to correlational study and focus on listening English songs habit with vocabulary mastery.