

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

This research connects with four key points to connect my research, which aims at how English songs motivate students to learn listening skills, such as listening skills, motivation, the use of songs, and psychological and cognitive impacts on songs in language learning. The following are the descriptions of the four key points.

2.1.1 The Overview of Listening skills in Language Learning

Listening skill is one of the main skills of English, which engages students to listen and receive any sound such as songs, podcasts, radio, conversation, movies, etc. According to Bryntseva (2023), humans are supported by their ears to recognize and receive a sound of message while they increase their listening as a main skill of English.

According to Brown (2004), listening skill has two parts: Micro and Macro listening. Micro listening is a part of the left brain that focuses on and understands the small details of spoken language. Tone of voice, pronunciation, word choice, and subtle cues are involved by micro listening. In addition, Rezaei and Hashim (2013) that most learners and students are supported by micro listening in learning listening activities. Moreover, Richards (1983) that micro listening has four requirements for listening to English songs:

- a. Students are supported by Micro listening to have the skill to detect markers of coherence in discourse such as main idea, supporting idea, given information, and new information.
- b. Students are supported by Micro listening to have the skill to identify keywords.

- c. Students are supported by Micro listening to use real-world knowledge and experience to work out purposes, goals, settings, and procedures.
- d. Students are supported by Micro listening to know the stress patterns and rhythmic structure of English words.

Moreover, Brown (2004) mentioned that there are a few examples for micro listening as follows:

- a. Recognizing Phonological and Morphological Elements: Listeners can listen to a spoken task and identify two choices as a test task.
- b. Paraphrase Recognition: Listeners can listen to sentences and must choose the correct paraphrase based on words, phrases, and sentences.
- c. Information Transfer: Listeners can transfer the information related to a picture, diagram, map, and route.
- d. Sentence Repetition: Listeners can also repeat a sentence after they hear it from a speaker to understand and recall pieces of language and its meaning.

Meanwhile, macro listening is a part of the right brain to understand, make a prediction, and focus on key points of the overall message's context, whether in conversation, news, song, or other conversations. with our real-time knowledge. Wilson (2018), stated that students are supported by macro listening to use real-world knowledge for making predictions, focusing, and interpreting key points.

According to Brown (2004), there are a few examples of macro listening as follows:

- a. Dictation: Listeners can hear 50 to 100 words, rehear three times at normal speed, and predict a summary of what is spoken.

- b. Identifying Main Ideas: Listeners can listen to a song based on their interests to identify its main ideas.
- c. Note-Taking: Listeners can listen and take note of the important point and its specific detail based on the topic.
- d. Retelling: Listeners can retell to other listeners the story or summary after they hear what is spoken or other media such as songs, radio, and news.

In conclusion, listening skills are one of the main skills of the English language to engage students to listen and receive any sound from songs, podcasts, radio, and conversation. It has micro and macro effects to support students in learning voice, pronunciation, coherence, identifying keywords, real-world knowledge, stress patterns, and rhythmic structure for English. Micro listening is a part of the left brain which supports them to focus and understand the small details of spoken language, while macro listening is a part of the right brain which supports them to understand, create a guess of a point, and focus on key points of the message's context. There are a few examples of micro and macro listening, such as transferring information, repeating sentences, identifying main ideas, and retelling.

2.1.2 Motivation in Language Learning

Motivation is a guide for a person's behavior and acts to reach his or her goal or result. According to Rehman et al. (2014), a goal is achieved by motivation as a primary part of success because every person must have it. Motivation boosts a person's passion and career with aspirations, rewards, and satisfaction. Regarding Borah (2021), educational and psychological research is supported by motivation, which becomes a central construct for humans. It is very important for people because it has a vital role in helping every person to stay focused, determine, and reach their goals. Additionally, Novita et al. (2021)

stated that the students' learning engagement is affected by motivation because it is the most important factor affecting the learner. Furthermore, Yulfi and Aalayina (2021) stated that students are affected by motivation as one of the most critical factors in their achievement and performance in English.

According to Hawthorne (2021), there are a few key reasons why motivation is important:

- a. Enhanced purpose,
- b. Improved happiness,
- c. Increased performance and results,
- d. Improved cognitive processing,
- e. Enhanced effort in lessons,
- f. Higher levels of attendance,
- g. Improved creativity and innovation.

According to Dörnyei (1998), there are two types of motivation, namely Intrinsic motivation, and Extrinsic motivation.

- a. Intrinsic motivation

Intrinsic motivation is a part of motivation that engages people to get a reward for their interest, passion, and enjoyment from the activity. According to Dörnyei (1998), Intrinsic motivation has its value which provides enjoyment of task engagement for students.

- b. Extrinsic motivation

Extrinsic motivation is a part of motivation that engages people to get rewards or results such as money, prizes, exams, and promotions. According to Dörnyei and Ushioda (2011), students are engaged by extrinsic motivation to receive an extrinsic reward or avoid punishment.

In conclusion, motivation is a support of human passion to assist students in reaching their goals. In this research, motivation can assist

them to learn English through its internal drive which helps them to reach their goals and achievement. It also can encourage students to learn listening skills, because it provides them comfort and avoids feeling bored. Motivation has two types: Intrinsic motivation and Extrinsic motivation. There are a few key reasons why motivation is important, such as improved goal, happiness, cognitive processing, enhanced effort in lesson performance and results, promoted attendance to higher levels, and enhanced creativity and innovation. Thus, motivation is very important for them to reach their goal in listening skills by providing English songs and listening to them three times to develop listening skills.

2.1.3 The Use of Songs in Language Learning

Using songs as a tool for language learning can be an effective, engaging, and enjoyable way to improve language skills because songs are entertainment. and people, including students, play them as a hobby. According to Hafid and Laili (2023), the students can understand the meaning of the songs because they are interested, and the songs and lyrics can be the most appropriate strategy to support their listening skills in the classroom. Additionally, Nurteteng et al. (2018) said that students' interest is enhanced by songs to learn listening skills and even songs can create classroom situations more comfortable. Furthermore, Teppa et al. (2022) stated that students are affected by the song and its lyrics to learn their listening skills.

Mobbs and Cuyul (2018), stated that there are three benefits of songs, including:

- a. The reinforcement of aspects of rhythm in a language,
- b. An opportunity to examine culture and diversity through authentic songs and other materials,

- c. A way for learners to explore human vocal expression and communication.

In addition, Pratiwi (2018), that there are eight strategies for listening to songs, including:

- a. Select lyrics with clear and loud,
- b. Select lyrics for vocabulary,
- c. Select appropriate songs with their lyrics in terms of cultural sensitivities,
- d. Find short and slower songs for beginners,
- e. Select genres based on students,
- f. Displaying songs comfortably and naturally for students,
- g. Select songs based on our interest,
- h. Related to language concepts with songs.

In summary, song is a support and entertainment for students to engage and develop listening skills effectively. They can understand the meaning and message of a song by playing and repeating the song three times. They can also read the lyrics while they are listening to a song to understand the meaning of the song. There are three benefits from every song, such as examining human vocal expression, rhythm in a language, and culture and diversity. Teachers should use strategies to use songs for students to develop listening skills efficiently.

2.1.4 The Impact of Song on Language Learning

Song's psychological and cognitive impacts can affect students in language learning because songs are musical and entertaining to support them in learning language through emotions and mood. According to Welch et al. (2020), students are assisted by music or song because it has a positive impact on health. After all, they will become creative or re-creative in education. In addition, Rezaei & Ahour (2015) said that teachers can use songs to free the emotions of shy students from

happiness and increase their interest in learning listening skills. Furthermore, Nurhasanah and Suryaman (2022) stated that students are concerned with songs to feel more relaxed and comfortable.

According to Avila et al. (2012), the effect of familiar musical distractors is examined by three conditions namely:

- a. Vocal Music,
- b. Instrumental Music,
- c. Silence.

Moreover, Rahbar and Khodabakhsh (2013), stated that there are three benefits of song as psychological and cognitive impacts as follows:

- a. To enhance the classroom for teachers and students,
- b. To extend more attention to the song,
- c. To be more successful for learners.

In summary, songs have a psychological and cognitive impact and can affect students to support them in developing listening skills through emotions and thoughts. Because it is a musical and its rhyme has emotions the same as humans, including students. Some songs can support their creativity in education, while others can free their shy emotion to be happy to improve their motivation to develop listening skills. There are benefits from the songs as psychological and cognitive impact, such as improving classroom comfort, gaining more attention to the songs, and helping students to be successful in learning. It even has three conditions such as vocal, instrumental, and silent music.

2.2 Study of the Relevant Research

Numerous studies have investigated the use of English songs which motivate students to learn listening skills. Research conducted by Chen and Chen (2009) tried to analyze the effects of popular English songs

on students learning motivation and performance. Their aim of research was to explore the use of English songs which could boost motivation for elementary school students in learning English because it could lead them to success in teaching and learning listening. The result from this research showed that students were engaged by motivation in teaching and learning listening because English songs could engage them to learn listening skills, become active in the class, and prevent being bored.

In addition, research conducted by Ali (2020) examined the effectiveness of using English songs that improve young learners' listening skills in the teaching and learning process. This study used an experimental research study along with a structured interview, pre-tests, post-tests, and a questionnaire to 80 young learners in EFL. The results from this research concluded that their listening skills were improved by English songs which made them enjoy and listen to it.

Additionally, research conducted by Afriyuninda and Oktaviani (2021) tried to examine how English songs could improve students' listening skills. This study used a qualitative method to investigate by using questionnaires as the data collection technique. The result of this research showed that English songs are effective for students' listening skills, because students can develop them through English songs.

Additionally, research conducted by Hafid and Laili (2023) tried to investigate the use of song and its effectiveness in improving students' listening skills in ninth grade at SMPN 1 Jember. This study used pre-test, post-test, observation, questionnaire, and interview to collect the data. Meanwhile, quantitative and qualitative data analysis methods. The results from qualitative data were 84% which meant their listening skills were supported by English songs, while they listened to it with joy in the classroom.

In addition, research conducted by Purba and Zulfitri (2023) investigated the effect of English songs, on eighth-grade students' listening skills at junior high school Methodist 8 Glugur. This research used an experimental study design to conduct this case. There were a total of 76 students, the first 33 students in the experimental group, which used English songs, and the second 43 students in the control group, which did not use English songs. Collecting data for this research through the test in the form of multiple choices of 15 questions, pre-test, and post-test. The research used a t-test with t-observed and t-table as analysing data. The result of this research was that the eighth-grade of 76 students' listening skills were improved by English songs.

Furthermore, research conducted by Sekeon et al. (2022) tried to examine how English songs could improve and support students' listening skills with their benefits in the teaching and learning process. This study used a qualitative method to investigate by using questionnaires with Google Forms as a platform for managing interviews as the data collection technique. This study also used quantitative data to analyze the opinions of people who answered each option in Google Forms the data analyzing technique. The result from this research showed that in the sixth semester of UNIMA, 18 students' listening skill was improved by English songs in the teaching and learning process because students felt engaged in listening to English songs along with applications and tools, which made the atmosphere of learning more relaxed.

Furthermore, the research accomplished by Solikhah et al. (2023) investigated the English song "Dear God" by Avenged Sevenfold to improve ninth-grade students' listening skills at Sultan Agung Sрати Junior High School. This research used a quantitative method and experimental research design with pre-test and post-test as data collection to observe students listening to the "Dear God" song in the

teaching and learning process. The result of this research was that the song “Dear God” supported and improved ninth-grade students’ listening skills to reach their achievement in the teaching and learning process.

Moreover, the research directed by Ridhani et al. (2022) tried to investigate the effect of English songs to engage students to learn listening skills. Their objective was to examine the effects of English songs to improve students’ listening skills. This study used an experimental research method, which had pre-tests and post-tests as groups to collect data from 20 students. The result showed that t -observed was higher than t -table because students often used English songs to support and improve their listening skills.

In conclusion, previous researchers found that English songs could motivate students in teaching listening skills because songs were easy to understand and prevent being bored during the teaching and learning process. Many students wanted to be participants to test their listening skills through English songs and motivation. Researchers collected data from each student through qualitative and quantitative methods. The results were very good because students always use English songs to create the most activity in the class.