

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter discusses related and relevant research studies. It also includes a theoretical framework to help make this research more understandable.

#### **2.1. Theoretical Framework**

##### **2.1.1. Songs as Learning Medium**

The Learning Medium refers to which sensory channel is used for learning. The sensory channels include vision, tactile, and auditory, and there is usually a primary and secondary medium (Gonzalez, 2022). Students' needs can define learning medium because different students learn differently. Students with vision or visual learning styles can learn best when their sense of sight is engaged, such as books, by reading or picture books as a learning medium. Therefore, according to Mead (2021), tactile is similar to the kinesthetic learning style. Students absorb information best through touch, movement, and motion. The last is the auditory learning style; the students learn best through their sense of hearing, such as music or song, as a learning medium.

A song is a musical composition with a short rhyme that demonstrates the songwriter's imagination, feelings, ideas, illusions, and messages to others through the words or song lyrics. Songs are very common in daily human life. People enjoy listening to songs, so they are extremely popular right now, not only in everyday life but also in formal situations, such as education. It is supported by Isnaini and Aminatun (2021) that the content in songs may include a method of learning a language and entertainment. Therefore, teachers or students can take advantage of the advantages possessed by songs for their teaching and learning process.

Songs have many benefits for students, such as in the process of learning new vocabulary. According to Isnaini and Aminatun (2021), the song can effectively be an English class learning tool. The song is a very effective tool for introducing new English words and expanding the

vocabulary of English Foreign Language students. The next is songs that can develop listening skills, pronunciation and rhythm and provide a fun atmosphere (Naima, 2021).

BTS started releasing their English songs in 2020. Their fans use the songs as a new medium or learning aid for them to learn the English language. Songs are effective teaching tools for increasing and maintaining student motivation and can improve students' language learning ability (Naima, 2021). In addition, songs can give a new atmosphere to students. According to Apsari (2012), using songs encourages students to participate more actively in teaching and learning (as cited in Nursolihat & Kareviati, 2020). Songs undoubtedly belong to the category of enjoyable activities that serve as useful tools for language learning. They do not pressure students to produce the language straightaway but rather begin doing so when they are ready (Naima, 2021). In contrast to previous studies, the researcher will focus on English songs released by BTS.

### **2.1.2. BTS' English Songs**

Bangtan Sonyeondan or Beyond the Scene, also known as BTS is a boy band from South Korea. The group members are RM, Jin, Suga, j-hope, Jimin, V, and Jungkook. They started their career in 2013 with the debut track 'No More Dream'. They are known and gaining recognition for their authentic and self-produced music, top-notch performances, and how they interact with their fans (Ibighit, 2020). They have released many albums and singles since their debut. Their music is widely loved and transcends language, time and cultural barriers; their raw and relatable lyrics resonate with people's stages of life. They discuss many socio-political issues, juvenile delinquency, bullying, toxic masculinity, women's empowerment and others (Kabir, 2021). Therefore, the researcher is interested in investigating their English songs if they are used as a learning medium.

In 2020 they started trying to release a single with the title Dynamite, where the song was their first English song, and they continued to release Butter and Permission to Dance, released in 2021 (McIntyre, 2021). Where the three songs were released to encourage fans and listeners of their songs with positive vibes, joy, love, purity, energy and hope that they convey through these songs. BTS fans have often used their songs to learn a new language, especially Korean. According to Amanda (2020), they take advantage of various online platforms, such as Twitter to serve as a forum for positive activities for ARMYs or BTS song listeners to learn languages. Fans make it fun to listen to their favourite idol songs to learn. They can have fun, and still help them keep learning new things, including learning the English language.

In a learning process, students' enthusiasm or motivation can affect their willingness and quality of learning (Akbarjono et al., 2022). BTS songs influence the willingness and intention of their fans, who are students to learn. With the song, they can learn English at any time and use their free time and the time they want. They can also study anywhere, in their room, the library, or any other place they think is appropriate and comfortable to use to learn. Based on the results of a pilot study conducted by the researcher who has done it previously, she found out that they could spend minutes or hours learning using BTS' English songs. They take notes of the lyrics of the song they are listening to, learn idioms and encounter new vocabulary, and then look for meanings to memorize and learn. In addition, they can also practice listening skills and pronunciation found in the songs they choose. With everything related to BTS touching the realm of education and the positive activities provided by fans, it could be a reason to examine the perceptions of students' fans or students ARMY regarding the songs or lyrics from BTS that they use to learn the language.

### 2.1.3. Students' Perceptions

Perception is a process by which individuals can comprehend an object based on their experiences. Perception is also one of the processes within themselves to the objects they get based on environmental stimulus, which the senses receive. It is supported by Kelendonu & Katemba (2023), who stated that perception is the process of perceiving or interpreting an item, event, or piece of information based on an individual's life experience. They can differ from one another through their senses. It means that people must have diverse perceptions because the way people perceive an object is likewise different, even though the object is the same.

Another point of view regarding perception mentioned by Setyowati (2019) perceptions is the brain's observation of an object that results in the ability to experience organized experiences. Priyeti (2010) mentioned two kinds of perception from the interaction between a person and an object: positive perception and negative perception. Positive perception is an individual's point of view or a student's response to an object or information that is perceived positively. This perception can make students easily adapt to a new teaching and learning situation. In contrast, negative perception is a response from an individual or student to a specific object or information perceived negatively or contrary to what is expected from the object (as cited in Rachel, 2017). It means that perception is the option of receiving something by students toward their experience that has existed.

In addition, as part of his qualitative research method book, Patton (2014) discusses a variety of aspects of questions related to their experiences or behaviour, opinions or values: he seeks to understand people's cognitive and interpretative processes by asking about their opinions, feelings, emotional centre, responses to their experiences and thoughts, knowledge: what the participants know, background: age, education, occupation and the likes are the standard, sensory: seen, heard,

touched, tasted, and smelled. These background questions are related to the perceptions that the researcher wants to know, which helps in planning the interview process. However, in this research, perceptions mean students' interpretation, or point of view and opinion through their observations and experience or behaviour, feelings or values, and knowledge they perceived in the process of learning the English language, especially vocabulary mastery, using BTS English songs as the learning medium.

#### **2.1.4. Learning English Vocabulary**

Vocabulary learning is essential, the key and major aspect of learning a foreign language, including English. Laufer (1997) stated that vocabulary learning is the heart of language learning and language use (as cited in Malekian, 2016). That is why vocabulary is important because it is the basic and main component to be mastered before students master the four language skills, such as listening, speaking, reading, and writing. Vocabulary links those four skills together. However, vocabulary becomes a difficult thing for students and also becomes the main problem faced by students in mastering and learning English.

Vocabulary is a main component of English skills, and it is important for people who learn a language to understand the meaning of the words. It becomes fundamental to a language because vocabulary plays a significant role in communication. Without having a sufficient vocabulary, the students cannot be able to use language. Whether the communication process will succeed depends on accurate vocabulary understanding (Dalimunte et al., 2018). Similarly, Simamora and Oktaviani (2020) stated that students must learn as much vocabulary as possible to be proficient in English (as cited in Isnaini & Aminatun, 2021). As a result, if the students do not have sufficient vocabulary, the researcher may conclude that students with limited vocabulary will

struggle to learn English because learning English vocabulary entails knowing the meaning and comprehension of a word as we speak.

Vocabulary is useful in both written and oral communication. Therefore, in mastering vocabulary, students are also expected to be able to master the elements or other aspects of vocabulary, as explained by Cameron in 2001, such as pronunciation, spelling, and meaning are included in aspects of vocabulary mastery (as cited in Sari et al., 2019). Pronunciation is essential because it can help students understand the words they hear from their interlocutor (Makasoe et al., 2022). Just as pronunciation is an important aspect of oral communication, spelling is an important aspect of communication in written form. It is defined as the act of forming words correctly from individual letters. Spelling has its rules to correctly form words in a way that letters should appear in the proper sequence to be meaningful. Therefore, students are also encouraged to be able to learn to spell.

Another aspect mentioned by Cameron (2001) is meaning. Understanding the meaning of the lyrics can help the students to remember or memorize the vocabulary easily so that there will be no mistakes in understanding the meaning or the words they want to use. It is supported by Sari et al. (2019), who said that the meaning of songs could stimulate the development of memory functions for learning vocabulary, language, listening, and speaking. In addition, the writer will use figurative language in the song lyrics, which makes the song more beautiful. The students can learn the figurative language, such as idioms in BTS' English songs. Idioms are important because they are prevalent in everyday language, making their acquisition necessary for effective communication and native-like fluency (Yunus & Hmaidan, 2021). Thus, it is shown that students' knowledge of idioms can make them communicate similarly to natives because, in everyday life, many natives also use the terms of idioms.

## 2.2. Study of the Relevant Research

To support this study, the researcher uses previous research related to it, as follows: in the first instance, Isnaini & Aminatun, in their study entitled ‘Do You Like Listening to Music?: Students’ Thought on Their Vocabulary Mastery using English Songs’ in 2021, which discussed the use of English songs as a learning medium to learn the English language. This study aims to find out the students’ thoughts on the process of improving vocabulary mastery using English songs. The result showed that students felt that English songs helped them to learn and enhance their English vocabulary and skills. They found out that English songs strongly influence students’ English skills.

Moreover, another researcher Naima (2021), in her paper entitled ‘The Effect of Using Songs on Young Learners and Their Motivation for Learning English’ discussed the effect on young learners and their motivation using English songs for learning the English language. This paper aims to verify the claims and confirm the efficacy of using songs to improve young learners’ English vocabulary and determine whether songs influence young learners’ motivation to learn English. This paper showed that English songs could greatly impact their multi-modal characteristics and may connect with the language in many different ways. It can help the students practice their listening skills and pronunciation, vocalize words and expressions, connect with movement and gesture, and create an enjoyable and inspiring atmosphere. As a result of the research, it is proven that songs influence language learning and enhance students’ motivation.

Furthermore, Al-efeshat & Baniabdelrahman (2020) discussed the attitude towards English songs according to EFL teachers and students. The purpose of this paper is mainly to investigate the teachers’ and students’ attitudes. Through the questionnaire, the researchers can achieve the purpose of the study and found out that students’ view of the use of songs can help them in learning English vocabulary, and the teachers found out that it is meaningful to use songs to teach vocabulary and also songs can be considered as the source of motivation and beneficial in learning the English language. In this study, the

researcher wants to investigate or conduct research on songs as a learning medium and look for students' perceptions of using English songs. However, in this study, the researcher focused on certain English songs released by BTS.

### **2.3. Conceptual Framework**

An idol's popularity usually has a huge influence on its fans, including the idol group from South Korea, BTS. The things that are affected are their daily life, habits, behaviour, and learning style. Most of their fans are teenagers. At that age, teenagers are in the process of finding their identity (Langit et al., 2019; Habieb, 2017). With the existence of idols, teenagers make themselves figures who greatly affect their lives. All the products they release will have an impact on fans, including songs as their main product. With the songs released by their idols, their learning methods, learning medium, learning motivation, and desire to learn may also be very much influenced by the idol they like.

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