

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 English as Foreign Language in Indonesia

A crucial part of the Indonesian educational system is now English as a foreign language (EFL). It is important that English be utilized for international communication and for scientific and technological terminology. However, there are potential and difficulties when implementing EFL in the Indonesian environment.

Since English is not commonly used in the Indonesian daily life, one obvious issue is the minimal exposure of the language outside the classroom. Learners' language proficiency and learning may be worsened by a lack of exposure. Moreover, the development of effective language learning is limited in many Indonesian schools by the enormous class sizes and inadequate resources (Malaikosa & Sahayu, 2019).

Despite these limitations, numerous chances for EFL development exist in Indonesia. The acceleration of globalization and economic integration has generated an increasing need for English ability. Therefore, the number of English programs and institutions has risen significantly, providing a diverse array of learning opportunities for students. Additionally, advancing technology has revealed tools and resources for language acquisition, like online classes, language exchange platforms, and mobile applications. (Anggarini et al., 2022).

To tackle the problems and capitalize on the opportunities, various tactics can be implemented. Firstly, it is essential to integrate English language acquisition into diverse subjects such as science, mathematics, and social studies, utilizing bilingual resources for instruction. This method can provide pupils with significant contexts for language application and enhance their overall academic achievement. Secondly, teacher training programs should be enhanced to equip educators with the requisite skills and knowledge to proficiently teach English. By implementing this approach, Indonesia can enhance the quality of language education, cultivate a

more English-proficient populace, and equip its inhabitants for the globalized landscape.

To address the challenges and work on the opportunities several strategies can be actualized. Firstly, there is a need to fuse English language learning into various subjects such as science, mathematics and social studies, for example, learning through bilingual resources. This approach can supply students with meaningful contexts for language use and improve their overall academic performance. Secondly, teacher training programs should be amplified to prepare educators with the necessary skills and knowledge to effectively teach English. By doing so, Indonesia can further improve the quality of language instruction and foster a more English-proficient society and prepare Indonesian citizens for the globalized world (Purnamasari, 2021).

2.1.2 The Advantages of Implementing Song in EFL Class

Employing song to teach students English yields impactful effect. As Vishnevskiaia and Zhou (2019) describe, using music in EFL Class has the potential effect that could affect students' psychological bearing. It has the motion to improve students' motivation, brings a positive vibe, and based on the Multiple Intelligence theory, which was invented by Gardner et al. (1993) namely, verbal/linguistic intelligence, mathematical/logical intelligence, visual/spatial intelligence, body/kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and existential intelligence. All of them are closely related to each other and cannot be isolated. Vishnevskiaia and Zhou additionally observe that using music in EFL lessons promotes diversity and fun, while enhancing imagination and creativity in foreign language education (Vishnevskiaia & Zhou, 2019).

The incorporation of songs in EFL lessons presents several disadvantages. Mobbs and Cuyul (2018) assert that one reason the teachers refrain from including songs in the class is that they believe that they lack musical skills and training. However, based on Paquette and Reig (2008), as referenced in Mobbs and Cuyul (2018), Music can boost creativity and literacy skills in diverse classrooms, regardless of how much musical training the teacher has. This is especially

important for students who are learning English. So, the teacher's musical skills should not impede with the students' progress toward attaining learning objectives (Mobbs & Cuyul, 2018).

2.1.3 The Implementation of Song in EFL Class

The implementation of English songs has been prevalent strategy in EFL classes globally. Both educators and students have expressed favorable views regarding the incorporation of songs in language acquisition, particularly in junior high school settings. Music significantly contributes to the development of adolescents acquiring a second language. Songs assist young learners in enhancing listening skills and pronunciation, hence potentially facilitating the development of speaking skills (Murphey, 1992). Music can enhance young learners' acquisition of vocabulary, sentence structures, and syntactic patterns (Murphey, 1992). Purcell (1992) asserts that students may experience boredom from incessantly listening to a narration or dialogue while attempting to comprehend the meanings of unfamiliar words or phrases within context. Conversely, repeatedly listening to a song may appear less tedious due to its rhythm and melody. According to Jolly (1975) as cited in Engh (2013), asserts that utilizing songs enables learners to have a deeper comprehension of the culture associated with the target language. Music embodies culture; Shen asserts, "language and music are interwoven in songs to convey cultural reality in a distinctly unique manner" (2009).

Music inspires children by creating a conducive environment. The students are encouraged to actively engage in the learning process by utilizing their musical expertise. In this instance, songs serve as an excellent means to enhance students' confidence in language acquisition (Davis, 2017).

The implementation of using song has its own advantages in classroom. Orlova (2003) as cited in Lestary and Seriadi (2019) unravels these are some of the strengths for working in class with songs:

- a. Practicing the rhythm, stress and the intonation patterns of the English language.
- b. Teaching vocabulary, especially in the vocabulary reinforcement stage.

- c. Teaching grammar, teachers while investigating the use of the tenses especially favour songs.
- d. Teaching speaking. For this purpose, songs and mainly their lyrics are working as a stimulus for class discussions.
- e. Teaching listening. Music can act as an assistance for comprehension.
- f. Developing writing skills. It means a song can be implemented in a type of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

2.1.4 Perception

Perception is the experience a person has when interpreting something. The Latin words perception and *perceptio*, which indicate receiving, gathering, and the mental or sensory act of comprehending and processing information, are the source of the word "perception"(Qiong, 2017). A person's perception depends on how stimuli relate to their internal environment. Perception is essentially the process by which we use our senses—hearing, seeing, and sensing—to obtain information that informs how we see the world.

When talking about perception, it's important to understand that our subjective experience of the world differs from its objective reality (De Vries et al., 2021). Additionally, Robbins, (2005) highlights that a person's perception is based on their personal experience and level of happiness with the observed thing. Positive and negative perception are the two categories into which it can be divided. Knowledge that inspires action and is consistent with established norms is included in positive perception. Conversely, a negative perception occurs when someone sees something that doesn't match their expectations (Demuth, 2013). Gregory (1972) our expectations, ambitions, and past experiences and knowledge shape how we see the world. We refer to this as top-down processing. In order to comprehend an object, we first gather information through our senses and then process it by contrasting it with experience data that is stored in the brain. This leads him to hypothesize that "input" governs "output." According to him, sensory information refers to the information or signals that our sense organs—such as our eyes, ears, skin, nose, and tongue—get from the outside world. These sensory signals are the raw data that our brain processes to create our perceptual experiences of the world.

In the context of perception, sensory information plays a vital role in shaping how we perceive and interact with our surroundings. He implies that perception is an active dynamic process, where the perceiver actively engages with the environment, continuously sampling and interpreting sensory information to make sense of the world. He speculates that as perceivers, we are not merely receiving sensory input passively but also actively involving ourselves in exploring and making sense of the environment. R. L. Gregory, (1978) perception is a process that is created. He thinks that although the human brain receives a lot of information from the eyes, 90% of it is immediately lost. As a result, the brain must make educated guesses about what a person perceives based on prior experiences. In this sense, people actively create their vision of reality by drawing on their surroundings and prior knowledge. This emphasizes how "nurture" shapes our view. The same sensory data may be perceived differently by two persons depending on their experiences, since inferences are formed from stored knowledge and real experience. Two people of different ages or cultures may have diverse perspectives on the world. In order to understand how the teacher and students view the use of song in junior high school EFL classes, this study is based on Gregory's theory of perception.

With this theory in mind, this study is grounded on Gregory's theory of perception to make sense of how the teacher and students perceive the implementation of song in EFL class of junior high school.

2.1.5 Listening Comprehension Skills

For language learners to properly communicate and comprehend spoken language, listening comprehension is a crucial skill. Numerous elements that affect listening comprehension are still being identified by this field of study, which also helps to guide the best approaches for teaching languages. The listener's level of proficiency in the target language is one of the key elements that affects listening comprehension. Vandergrift & Goh (2012) found that when students' language skill rises, so does their listening comprehension. This implies that in order to properly understand spoken language, learners must possess a strong foundation in the language.

The listener's familiarity with the subject and setting of the spoken conversation is another crucial component. Participants' comprehension improved

in a study by G. Brown & Yule (1999) when they were already familiar with the subject. This emphasizes how crucial it is to introduce vocabulary and background information before beginning listening exercises.

Through listening, students are learning. They mimic sounds they hear and incorporate them into their speech. "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking," according to Brown (2001:24), referenced in (Lestary & Seriadi, 2019), "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." One responsive talent is listening. More people learn languages than create them. According to Wang & Macintyre (2021) listening is an insensible mental function that is challenging to translate. Listeners need to be able to distinguish between different sounds, comprehend vocabulary and grammatical constructions, and provide spontaneous clarification in addition to understanding the utterance's broader sociocultural context.

2.1.6 Speaking Skills

Speaking is a talent that is actively practiced through listening. A student's speaking will increase as they listen more. Speaking, according to Kehing & Yunus (2021) is the process of creating aural cues that cause listeners to respond verbally in different ways. According to, Derakhshan et al. (2016) speaking is an interactive process of meaning construction that involves information production, reception, and processing. This process is thought of as the methodical integration of sounds to create meaningful sentences.

"As a crucial tool for language teaching and learning, speaking can facilitate language acquisition and development" (Goh, 2007, p.1). "As a salient aspect of language skills, English speaking should not be discredited but be developed on its own right" (Goh, 2005, p. 105). As a result, proficient speaking is essential for English language learners. Accuracy and fluency are two aspects of speaking competencies. Mazouzi (2013) asserts that the planning of learners' activities ought to be predicated on the similarity between accuracy and fluency.

Speaking fluency is the ability to create the spoken language without undue pausing or hesitation (Yan et al., 2024). Putri et al. (2020) mention that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. According to Hughes (2011) fluency is the learners' ability to speak understandably and not break down since interlocutors may lose interest.

Speaking fluency, thus, is concerned with the students' capacity to employ mechanical skills, like pauses, pace, and rhythm; language use, like being logical and clear; and judgment skills, like knowing how to speak in each situation. However, the degree to which the language created complies with the target language norms—which call for proper grammar, vocabulary, and pronunciation—marks accuracy (Yuan & Ellis, 2003).

Lastly, when speaking, students should focus on grammatical structures, vocabulary, and pronunciation, as well as the accuracy and completeness of language form.

2.2 Study of the Relevant Research

The use of English songs in EFL classrooms has been reported to have various benefits for language learning. To begin with, songs can provide a context for learning new vocabulary and grammar structures. Learners can pick up new words and phrases by listening to songs and singing along, making language learning more enjoyable and memorable (Ludke et al., 2014). Next, English songs can help learners improve their listening and pronunciation skills. By listening and singing along with songs, learners can improve their comprehension and pronunciation of English sounds, intonation, and rhythm (Davis, 2017).

Another study conducted by Afriyuninda & Oktaviani (2021) was found that students in the fifth and seventh semester of English Education study program in Universitas Teknokrat Indonesia are most likely to listen to music for 5-6 hours a day. This data was produced questionnaire that was participated by 100 students. The score was 49.1 percent of the whole participants. In the learning aspect, about 88.2% of the participants agreed that listening to music can be a medium to improve listening comprehension skills. They also found that 85.1% of the

participants agreed that when someone learns English, he/she should understand listening skills because listening is one of the skills that must be understood in learning English. So, as a result, they conclude that listening to English songs can help improve students' listening skills and also from 100 students who participated showed a positive relation between the use of English songs and listening skills.