

## **Chapter Two**

### **Literature Review**

This research focuses on students' perception towards the use of song lyrics in learning English at EED UMY. This chapter provides some concepts and theories used as the foundation of this research. This chapter reviews theories and previous studies related to the research topic. There are several points that are discussed in this section including perception, song lyric, song to improve learning, advantages of using song, and challenges of using song, conceptual framework and review of related research.

#### **Perception**

Akande (2009) defines perception is the cognitive impression that is formed of "Reality" which in turn influences the individual's actions and behavior towards that object. In other words, that entire situation that we feel or see in around is the process of perception works which influences us to act something with that object or event. In short, perception is personnel's actions and behavior towards preservation of information resources (object) would be premised on their perceptive ability.

For another definition, Unumeri (2009) stated that perception is the process whereby people select, arrange, and conclude sensory stimulations into meaningful information about their work environment. We can think perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Rao and Narayan (1998) emphasize that perception ranks among the important cognitive factors of human behavior or psychological mechanism that enable people to understand their environment. They state that perception is the single most important determinant of human behavior, stating further that there can be no behavior without perception. Though focusing on managers in work settings, Rao and Narayan draw attention to the fact that since there are no specific strategies for understanding the perception of others, everyone appears to be “left with his own inventiveness, innovative ability, sensitiveness and introspective skills to deal with perception.”

From those explanations above, the researcher conclude that perception is someone’s view or interpretation about activities or events which exists in people on the surrounding. Perception is integrated with activities so that stimulus can come from the individual. Moreover, perception is changes from the sensory information and makes it into something meaningful information.

### **Song Lyric**

According to Oxford dictionary, song is a sort of music with words that be sung. Song is a short musical work set in a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.

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.

Zahro'(2010) in the same work also stated that lyrics are set of words that make up a song. Lyric can be studied from an academic perspective. Lyric can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is simple word of song. The lyric or song texts are not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song. A music composition is not always a sequence of melody with a lyric.

So, the researcher concluded that song lyric is a package of melody that has rhythms and words. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song. The music composition performed by a song contains an attractive aspect. The attractive aspect is language. The language which consists of a sequence of words, give new dimension of the music, which cannot be found in the other composition, instrumental music.

### **Advantages of Using Song in Learning**

According to Brewster, Ellis, and Girard (2002), there are many advantages of using songs as learning resources. First, song is a linguistic resource, second, songs are affective/psychological resources, third, songs are cognitive resource, and fourth, songs are a culture resource and social resource.

**Linguistic resource.** Songs and languages might have some similar features. By using songs, people can express themselves. Similar to songs, language is also a means used by people to express their thought, feeling or concern about particular things. In this case, song is a media to introduce new language, and also as a media to evaporate grammar and vocabulary. Furthermore, using English songs in teaching English grammar might be an instructive approach. It is recommended that English teachers make the most of English songs in teaching grammar in the right time. The methods can vary from one teacher to another (Vinyets, 2013). Ramírez (2013) stated that using songs went beyond filling in the blanks, translating the entire lyrics, singing the songs and analyzing the variety of pronunciations; the students had to be active agents. Songs also presents language that students have known in new form and more pleasing. The song also allows the repetition of language naturally and fun. A song can be used to develop all language skills as integrated, including improving students' pronunciation skill.

**Affective/psychological resources.** Besides pleasing, songs are able to motivate students and create positive attitude towards English language. Krashen (1983) explained that, for optimal learning to occur the affective filter must be weak.

A weak affective filter means that a positive attitude towards learning. If the affective filter is strong the learner will not search for language input, and consecutively will not be open for language acquisition. The teachers have to provide a positive atmosphere conducive to language learning. And songs are one method for achieving this weak affective filter that teachers need to promote language learning. Using rhythm, chanting and songs can increase the attention and interest of the students while motivating them to learn. Song is not the things that scares and threaten to students. Songs can build students' confidence. For example, as a proof that the students had mastering something in English language, they proudly sing English song in front of their friends confidently.

**Cognitive resource.** Song can help students' memorization, concentration, and coordination. Students become more sensitive to a rhyme sign as a tool to interpret the meaning. According to Davies (2000) Music connects the functions of the right and left hemisphere of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning. Schoepp (2001) stated that, the repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest.

**Vocabulary mastery.** Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by

a particular person, class, or profession. Vocabulary is the most important and basic thing in language learning. Therefore, students have to master vocabulary as a foreign language. According to Setiawan (2010) mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. Hence, Setiawan in the same work stated that vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

In short, from those advantages of songs above, the use of songs in learning resources is very important to make students easily understand in learning, also songs can make students more motivated, because songs can build students confidence, practice the students' concentration and memorization in learning activities.

### **The Use of Song to Improve Learning**

The use of song lyrics is believed to be able to improve students' English learning. There are some aspects of learning that can be increased by using song lyric.

**Vocabulary.** In improving vocabulary mastery using song lyrics, Nurkhaeni (2010) stated that by using English song in teaching vocabulary, student could easily understand and memorize new vocabulary. In the teaching and learning process, when the teacher uses English song, the students are enthusiastic and enjoy during teaching and learning process. They are very happy because they could relax and listen to music. In addition, Burhayani (2013) also argued that the effectiveness can

be achieved because songs help the students to enjoy the learning process and song makes students easily remember the new words by singing the song and doing the action of the song make students know what the lyric or a new word means without asking another person or looking them up in a dictionary.

So, vocabulary is knowledge about words and word meanings. Vocabulary has a role to express something meaningful. Therefore, vocabulary is one aspect of language that should be learnt. Vocabulary mastery is very important in order to be able to speak, write, and listen; the one thing that learners should know is vocabulary first.

In addition, according to Murphey (1992) as cited in (Vinyets, 2013), presents different reasons why songs should be used. Some of these reasons and advantages include that it is easier to sing the language than to speak it. Then, songs act both in short and long term memory. Next, songs contain repeats that teachers can use. Also, songs are more motivating than repetitions in other texts. Further, songs lead students to identify themselves with the text. Last, songs make the group relax, have fun at the same time they give harmony to the group.

**Pronunciation.** Song lyrics also able to improve students' pronunciation. Actually, studies have shown that using English songs can improve students' pronunciation skill. Much research has been done on the benefit of using English songs for English learners in language acquisition (Lo, 2002). In addition, Zanuddin et al (2002) also revealed that some of their research participants also became more confident about speaking English and their pronunciation became more clear and accurate.

According to Ratnasari (2007), one very effective thing to teach students' pronunciation is by having the students train themselves in their daily lives through their own interests. Some students probably prefer to play games to enrich their vocabulary, other may sing or listen to English songs or may be read poetry to improve their listening ability, pronunciation and the English fluency

**Listening.** The other advantage of using song lyric in English learning is that song lyric can improve student listening skill. Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to overcome the students' difficulties in listening and improve their listening ability.

According to Hidayat (2013), the media of teaching and learning process, in this case songs, not only help the teacher to teach listening but also provide an interesting way for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. The content of the songs may become one of influential factors which may determine the improvement of the students' listening ability. The use of songs also should consider students' need so that it will help students to learn and achieve the learning objective. The teacher ability in selecting teaching material will also influence the use of songs in improving the students' listening ability.

### **Challenges of Using Song in Learning**

Songs can motivate students because with the relaxing harmony students feel relax and more enjoy to accept the materials or understand the learning. On the other

hand, songs also had some challenges. Murphey (1992) exposes some disadvantages of the use of the songs.

**Teachers do not take the music seriously.** In this case, the teachers do not seriously give the materials for the students. There are some teachers who do not like the music so that it could be ineffective in their teaching.

**Song can disturb adjacent lessons.** There are several problems in learning with songs. One of them is that the teacher will be afraid because teaching with songs might disturb the lesson plan, or will go out of the lesson plan that have been made.

**Teacher can lose control of the class easily.** In the classroom, the teacher have role to control the students. By using songs in the classroom, the students will enthusiast and attractive to follow the material that deliver by using songs, besides that, students will automatically more crowded because with songs in classroom it is noisy, so that the teacher might be lose the control.

**The vocabulary of the songs is too poor.** In several songs, there are monotonous lyrics. Thus, the listeners are not able to enrich their vocabularies.

**The expressions are different to the rules of grammar.** Sometimes, in songs there is grammatical error, because the musicians are not really focus on the grammar, and this can lead to making mistakes.

In addition, there are some difficulties in using song in teaching and learning, according to Terhune (1997) as cited in Keskin (2011) they are, first, pop songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education. Second, as each student has a different way of learning,

some students may have difficulty in studying through music. Third, Inefficient sound systems in schools may cause problems while listening to songs. Fourth, the types of music favored by students may not be matching with each other. Fifth, songs which are not grammatical or those involving complicated sentence structures may confuse students. Sixth, in some songs, there may be embarrassing parts which cannot be explained to students. The last, repetition of a limited number of words may cause the song to seem boring or ineffective.

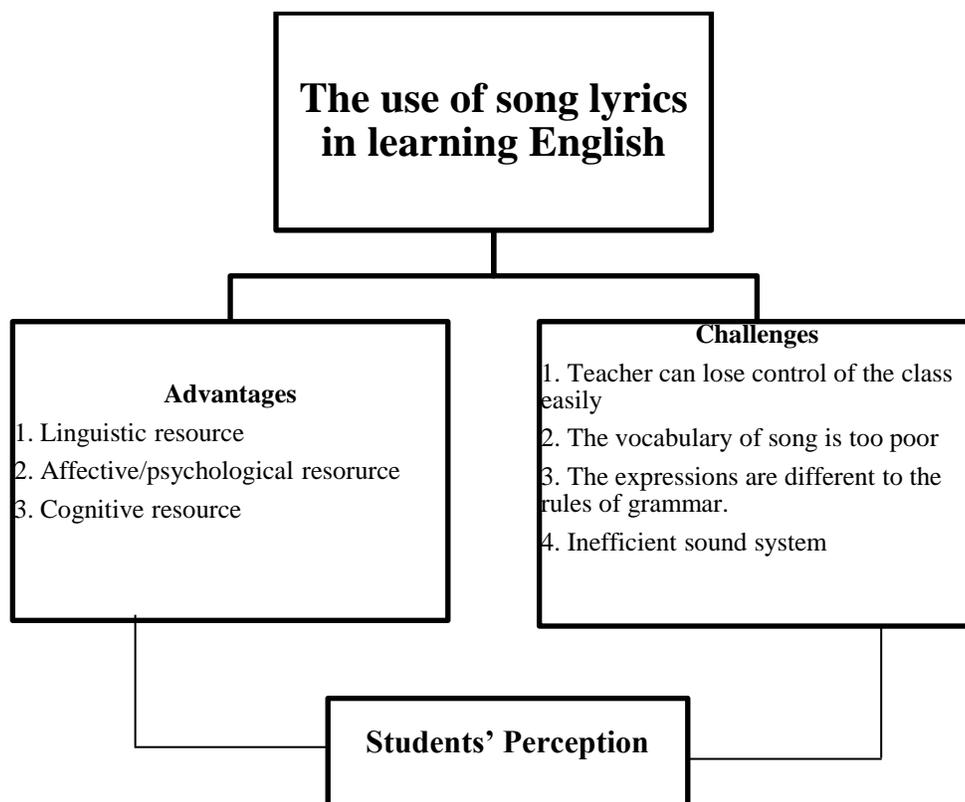
### **Conceptual Framework**

This research purposed at investigating the students' perception towards the use of song lyrics in learning English at English Educaation Department of UMY. It focused on advantages the challenges towards the use of song lyrics in learning English at English Educaation Department of UMY.

Firstly, this research tried to investigate the advantages towards the use of song lyrics in learning English at English Educaation Department of UMY. Linguistic resource, affective/psychological resource, cognitive resource, culture/social resource are including the advantages towards the use of song lyrics.

Secondly, this research also tried to find out the challenges towards the use of song lyrics in learning English at English Educaation Department of UMY. These are the challenges towards the use of song lyrics in learning english, teacher do not take music seriously, song can disturb adjacent lesson, teacher can lose control of the class easily, the vocabulary of song is too poor, and then the expressions are different to the rules of grammar.

Figure 1.1



## **Review of Related Research**

Alipour, Gorjian, and Zafari (2012) have researched about the effects of songs on EFL learners' vocabulary recall and retention. The aim of the research was to examine the effects of songs on vocabulary learning of upper-level language learners based on their gender. The data were collected from 60 males and females aged from 20 to 32 in Ahvaz, Iran. The participants had no coverage to an English speaking community and had no contact with native speakers of English. The instruments and materials of this research was Test, which mean there was one test for each genre. There were 30 items in each test in which the learners were asked to answer in 20 minutes. The research showed that there was a significant difference between males and females in learning vocabulary through songs. However, the study mainly stated that using song is good for students' vocabulary mastery.

Burhayani (2013) also studied about the effectiveness of teaching vocabulary through songs to the second year students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) elementary school west Jakarta. The purpose of this research was to find out the empirical evidence of the effectiveness of using songs in improving students' vocabulary. Moreover, the aimed of this research was to find new way to teach vocabulary for second year students of elementary school which are more interesting, effective and efficient. The researcher used experimental research for this method. The samples were taken from two classes of the second year. The researcher took 25 students for the samples in experiment class and 25 students in control class. The study showed that use of songs in improving students' vocabulary was effective. This

result also expected to help students easily to understand the difficult words by singing the song, because songs make learning vocabulary enjoyable, fun and interesting.

To investigate whether or not the use of songs significantly improves students' listening skill, Hidayat (2013) conducted a research entitled "The Use of Songs in Teaching Students' Listening Ability". This quasi experimental research involved two classes of students of a public junior high school in Sumedang. The data were collected through pretest, posttest and questionnaires. In analyzing the collected data, quantitative research method was employed. Furthermore, the data taken from questionnaires were also investigated to find out the difficulties faced by the students listening comprehensions through songs. The study found that the use of songs likely improves students' listening comprehension skills. The use of songs is likely to improve the students' listening comprehension skill.

To describe how songs influence the students' achievement in pronouncing English words, Ratnasari (2007) conducted a research entitled "Songs to Improve the Students' Achievement in Pronouncing English Words". In constructing this study, the writer collected data from the classroom action research. The subjects of this study were 30 students of year seventh of MTs ANNUR in the academic year 2006/2007. In doing this study, the writer used an oral test method or sound of production. The action was done through teaching learning process. Based on this study, it is found that the use of songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them

in learning English. Based on this finding, it is suggested that songs in teaching English can be recommended for the English teachers. To get a wider generalization, research of similar kind should be done with different subjects.