

CHAPTER II

REVIEW OF RELATED LITERATURE

This research chapter focuses on the review of related literature and theories. It gives an explanation about supporting theories of the definition of perception, the student's perception of song as media for learning listening.

2.1 Song

Song a passage of lyrics, a short poem, etc., with music typically to accompany it. Songs might also offer a cool lesson on a steamy, dull day. They can serve as the foundation for numerous lessons as well. Songs are musical compositions with spoken lyrics. A song is a short piece of lyrics-accompanied music. Everyone can like, appreciate, and hear music, making it a global kind of art. The definition of music is audible upon hearing the word. Because everyone has a different perspective on music, the definition is likewise different (Rohman et al., 2023.) Practically everyone enjoys music. From the moment of our birth, it has been a part of our language and existence. We listen to lullabies as babies. Many nursery rhymes are played to, sung, and danced to by us as small children. As teenagers, It is acknowledged that the teacher must choose songs with an appropriate level of difficulty while instructing students. The appropriateness of the song is an important factor. It is important to ascertain whether the pupils would find the music enjoyable.

A song is an artistic arrangement of tones or sounds in a certain sequence, combination and temporal relationship which is usually supported by a musical instrument to create a cohesive and rhythmic musical work. A song is an artistic arrangement of tones or sounds in a

certain order, combination and temporal relationship which is usually supported by musical instruments to create a cohesive and rhythmic musical work (Ningsih Tamnge et al., 2021.).

Songs that are sung (sung) using instrumental or musical elements can be said to be works of art, according to (Teppa et al.,2008.) (singing) that use instrumental or musical elements can be said to be works of art.

Based on the argument above, the author concludes that songs are artistic creations that are intended to be performed either with or without musical instrument accompaniment one way to use songs to help language acquisition is.

2.2 Listening

The first and most fundamental skill that newcomers must acquire when learning a new language is listening. It is a receptive talent, thus language learners who are just starting out acquire new words from what they already know. Perceived or attended to. Receiving capacity will influence one's ability to create. If they can listen well, they will comprehend and be able to even possess strong proficiency in the productive domains of speaking and composing (Nurmala et al., 2019).

The ability to listen is essential to all successful communication. Messages are readily misinterpreted when one cannot listen well. Communication breaks out as a result, and the message's sender may quickly grow agitated or upset. Listening as a multidimensional construct made up of behavioral processes like giving verbal and nonverbal feedback, complex affective processes like being motivated to attend to others, and cognitive processes like paying attention to, comprehending, receiving, and interpreting relational and content messages (Worthington & Bodie, 2005.).

2.3 Learning Listening

Even though listening is related to emotional literacy and academic success, listening instruction is particularly lacking in primary and secondary schools (Listening Education, 2012.). From a broader macro viewpoint, listening assumes a more fundamental social function in the lives of pupils. Enhancing one's ability to listen is crucial not only for personal success but also for the benefit of future generations. The children of today will grow up to be the parents, educators, and social leaders of tomorrow. Effective listening is a skill that has a heuristic function if it is taught to students. Through social learning or modeling, their acquired talents will be put to use when they become parents, passing on the knowledge to their own offspring and so on, a never-ending cycle. The conclusion is obvious: pupils in our classrooms today should be taught how to enhance their listening skills, regardless of the pragmatic or philosophical stance one chooses to take on the matter of teaching listening skills to children.

2.4 Song in Learning Listening

Many people believe that listening is the most challenging ability. This is a result of ELT teachers' propensity to prioritize the written, spoken, and read talents. The pupils understand that understanding what you hear is difficult. learn, they largely disregard it. That turns into a problem in the realm of instruction, particularly for pupils. Additionally, the situation grew worse. Individuals presume if someone is able to communicate clearly means that someone is a skilled communicator. "The primary focus of language learning and teaching is listening, as students spend more time listening than speaking in the classroom. This emphasizes the significance of listening in everyday life." (Gede et al., 2019.)

Listening has several media, one of which is songs. Lyrics and music are combined to create songs, which have many inherent qualities such as expressiveness, dependability, and therapeutic effects. For this reason, they are a helpful tool for language learning(Ade Syafirna

et al., 2023). There are several advantages to listening to songs, such as stress relief and learning new vocabulary and pronunciation. You can experience all kinds of emotions when listening to music, from happiness to melancholy, depending on the song's content. The modern generation can now enjoy music more easily because they can listen to it on their convenient and portable phones. Music can be easily accessed and enjoyed on smartphones, regardless of location or time constraints. Students' learning outcomes and ability to concentrate can both be enhanced by listening to music, particularly classical music, during the teaching and learning process.

2.5 The Advantages and Disadvantages Song in Teaching Listening

Music is obviously a great way to engage students because it is loved and universal by people of all ages and cultural backgrounds (Mobbs & Cuyul, 2018.). Songs can inspire listeners and pique their academic curiosity. Music has a lot of potential in ESL classrooms because it is closely related to language and can help students express their ideas and encourage participation. Songs are various ways to communicate a language that links the mind and the brain. A song can be a helpful tool in the language classroom to help students develop their language skills and make connections with topics that young adults find interesting. An additional advantage of songs is that they offer sociocultural context, which contextualizes language learning. (Tasnim, 2022.), "songs communicate cultural reality in a very unique way by weaving language and music together."

The classroom will become crowded, out of control, and so on if songs are played. Not every student can learn the English language through song, but for those who can, using music to improve their speaking abilities in particular makes them happy and positive. Some students prefer to learn in quiet environments, while others prefer to learn in busy environments. It depends on the teacher's choice of media, approach, or method for facilitating learning. There

are drawbacks to using songs to enhance speaking abilities when learning English, one of which is that not all students can benefit from the lessons that their teachers are teaching(Nurjati, 2022).

2.6 Song as Teaching Media

Numerous studies have demonstrated the value of using music in English language instruction settings. A song, according to (Puspita Sari, 2019), is a piece of music that has lyrics and is sung. Songs are a fantastic way to teach a variety of language skills, including grammar, vocabulary, listening, culture, and many others, all in a few rhymes. Songs can also help students feel more at ease, which is something that they frequently lack.

Effective teaching of listening requires the cooperation of imaginative educators, engaged learners, and a sound plan or technique. The teacher should also assist the students in gathering information from the listening term itself. As a result, educators are free to use media that fits the needs of their students and the classroom. Songs are one type of media that students are accustomed to. (Nurbani & Surabaya, 2020) asserts that songs are becoming a popular tool for teaching language in the classroom, particularly when it comes to teaching listening.

2.7 The Procedure of using Song in Teaching Listening

The use of music in the classroom can take many forms. The song itself, the learners' ages and interests, the grammar point to be studied, and the students' level all play crucial roles in the process. Other than that, the teacher's inventiveness is the primary determinant. In order to facilitate any listening activity, (Edgar, 2010.) suggests that teachers should first help students organize their learning by requiring them consider why they are listening.

Songs and music play a vital role in learning and development. There are lots of benefits to incorporating music into the classroom. Both pro and con opinions exist regarding the use of

music in foreign language instruction. Such as music in the teaching process, particularly during the listening lesson, helps students develop their listening skills as one of their important coping mechanisms for listening comprehension issues. English songs are engaging and can help students participate actively in class. This helps them perform well on listening homework. Nevertheless, there are drawbacks to using music in the listening process. For example, popular music isn't scientific, and ineffective sound systems in classrooms can make it difficult to listen to music. In order to support learning and help students connect learning objectives, song selection should also take into account the needs of the students (Addlian, 2021.).

2.8 Problem

In the teaching and learning process, teachers encounter several obstacles. Based on research conducted by Anggarini (2020), the standard score for English (KKM) is 75, while the learning performance score for this subject is 68.27. On the other hand, Liva (2014) shows that teachers have difficulty guiding and organizing student activities because they are less interested in the topic. Apart from that, other research conducted by Ratminingsih and Mahayanti (2015) shows that teachers use more textbooks designed for teaching English, accompanied by practice and review techniques. The survey results showed that 61% of 180 teachers expressed difficulty in creating their own open materials and 54% expressed difficulty in using innovative media for learning. Depalina, (2018) in his writing explains that there are problems faced by teachers and students when using songs as a learning medium. The main problem is that fast tempo songs are the difficulty faced by students. According to students, the singer's accent also creates other problems. Therefore, teachers are required to show their creativity in choosing the right songs to give to students.