

## CHAPTER II

### THEORETICAL REVIEW

#### **A. The Nature of English as a Foreign Language**

According to Recharad Nordquist (2020), English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language-also called English as an Additional Language-which is the practice of learning English in a predominantly English-speaking country. Learning a language has been done by humans since birth. Learning languages starts with learning a mother tongue, which is a natural and natural thing. But it is different from learning a second language or a foreign language. Foreign languages are taught as subjects in schools with the aim that students can communicate with foreigners or read readings in these foreign languages. English is one of the important foreign languages that must be mastered by the Indonesian people because English has a very strategic position, namely in addition to being a communication tool as well as the language of association between nations. Besides, English is also the first foreign language that is considered important for accessing information, transmitting, and developing science, technology, and cultural arts. To be able to learn English well, knowledge of the characteristics of English is needed. Each subject has certain characteristics

when viewed in terms of the objectives or competencies to be achieved, or the material studied to support these competencies.

In terms of the objectives or competencies to be achieved, this English subject emphasizes aspects of language skills which include verbal and written language skills, both receptive and productive. It is this characteristic that distinguishes one subject from another. In general, all four language skills are used to communicate. For the communication process to run smoothly, language learners must be equipped with knowledge about language and language skills. Language learners must recognize and understand grammar and vocabulary, which are categorized as cognitive domains. Also, they have to know and understand the system and sounds that apply to the language so that the pronunciation is following the native speakers. English pronunciation with writing must continue to be studied and trained because in English writing and pronunciation are very much different.

This is what distinguishes between English and Indonesian. This difference is one of the obstacles to learning English. Learners need to be trained to hear and move certain organs, such as lips, tongue, to produce sounds that are following the sounds produced by native speakers of English. Exercise moves the speech organs to produce certain sounds categorized as the psychomotor domain. Language learning is also related to problems of interest, motivation, anxiety levels, and others. To be successful in learning languages, they must have a positive attitude towards the language and culture being studied.

## **B. Listening in EFL Class**

Listening has the meaning of capturing sound by ear. The listening process occurs without planning but comes by chance. Therefore, listening is one of the most important language skills, besides reading, speaking, and writing. Communication cannot take place smoothly without listening skills. Listening skills are the basis of good speaking skills. If someone's ability to listen is not good, we can be sure he can not get information that is heard well. In the process of listening, a person does not focus on every word he hears but rather on the core of the message heard. Listening to itself may help students try to get the meaning or listening skill that allows them to understand what someone is talking about. Pollard (2008: 39) argues that: "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skills, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore, when reading, students can go back and recite a phrase, instead of listening they only get one chance. With reading, it's the reader who sets the pace whereas listening is the speaker or recording that sets the pace".

Field (2008: 37) expresses his opinion on listening: "In some respects, listening is a very individual activity. A speaker does not implant a message in the listener's mind. The listener has to remake the message: trying to gauge what the speakers' intentions are and extracting from the message whatever

seems relevant to the listener's own goals ". From the explanation above we can conclude that reading is the same as the ability to receive, but has a different level of difficulty. If in reading we still do not understand the essence, we can repeat to read. This is very different from listening because listening can only be done on one occasion without being able to repeat it. Based on the facts, so many people can not understand what other people are saying in English. Overall, they are very complicated to talk about what the other person is saying using a speed of speech that is fast enough, making it difficult to remember what the person is saying. This is where it is useful to talk about the ability of the speaker we say more easily. Therefore listening is still far more difficult than reading. Learning to listen is not easy but in general, most students still reject it. Difficulty in learning to listen to the importance of many factors. Besides that, a student's learning style also determines the success of learning.

The purpose of listening is to get meaning for what the listener hears and then generate responses to show what they have understood. How do you open a conversation with an active process where individuals focus on certain aspects of the actual input, search for meaning, and relate what they hear to existing knowledge? By listening, they can practice how to get ideas from complete speakers and communicate with others. In learning English, it can help improve the conversation. Although this is the first of all skills, it is not the easiest or the most meaningless. We need to listen to various types of

English repeatedly and constantly if we want to communicate well, speak, and naturally.

Listening is not only a way of learning English that provides information to students to build the knowledge needed to use the language but also a way to get information or to get a sense of communication that will be done verbally. The process of listening is the first time students are dealing with foreign languages, students only listen to sounds that they have not understood further. They only pay attention and consider such a new language, then store it in their memories through understanding. Listening is not just to get the concentration of students while learning, but rather must be integrated to manage activities or other important skills such as speaking, reading, and writing.

### **C. Students' Motivation**

Motivation is the drive and strength in a person to carry out certain goals to be achieved. According to Hamalik (2010, p. 109), there are 3 approaches to determine the type of motivation, namely: (1) a needs approach, namely physiological needs, security needs, social needs, needs. achievement, (2) a functional approach, which is based on the concepts of motivation (driving, hope, incentives), (3) a descriptive approach, namely observable events and the mathematical relationship of motivation problems that are seen based on their use in controlling human behavior. According to Sadirman (2011: 89), there are 2 types of motivation, namely: intrinsic motivation is the

motivation that does not need to be stimulated from outside. For example, someone who likes to read learns because he wants to succeed and achieve goals. Meanwhile, (2) extrinsic motivation is a motive that requires external stimulation.

For example, someone studies because they know they will have an exam tomorrow morning in the hope of getting good grades so that they are praised by friends, parents, and so on. From the above opinion, it can be concluded that the types of motivation are different. Nonetheless, motivation changes behavior and awakens oneself. Motivation to learn is one of the factors that determine the level of learning outcomes. To be able to increase learning motivation can be done from outside (external factors) and sourced from within students (internal factors). According to Muhibbinsyah (in Amrin book, 2013, p. 26) suggests several elements that affect student learning motivation, namely: (1) Internal factors, including the physical and spiritual state of students, (2) External factors, including conditions around students, (3) Learning Approach Factor is a type of effort used by students to carry out activities to study subject matter. As explained, that the ideals or aspirations of learning are a motivating factor for learning motivation that can increase enthusiasm so that there are times when the aspirations are higher the learning efforts are also high.

Learning ability also affects learning motivation, namely all the potential related to intellectuality as one of the requirements that learning has. Learning conditions are physical and physical factors that together can affect

student learning motivation. In a healthy physical condition, the learning will be more enthusiastic in learning. The condition of the learning environment is also very important for students because a dirty study room will affect the interest or ability of learners. The dynamic elements of learning or learning sometimes depend more on the learner, for example, learning efforts can learn well in learning. From the above opinion, it can be concluded that the factors that influence learning motivation are one of the driving factors to increase enthusiasm in achieving learning goals.

#### **D. Listening to English Songs**

Songs are an excellent 'tool' to help students learn English. The song is believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sound. Songs can also make the class more interesting and lively. When students like the song taught by the teacher, they will be happy and enthusiastic to do it because they were indirectly learning something. According to Grolier (2016), "Song is a short musical work set a poetic text with equal importance given to music and the words". Songs can be one of the most enjoyable ways to practice and develop listening skills because young learners love to listening to music. Furthermore, songs present a meaningful word and more comprehensive by students to a word by word. A teacher should be careful to choose a song with simple and easily understood lyrics that are linked with a topic or vocabulary learned in the classroom.

According to Brewster (2002: 162), there are many advantages to using songs as a learning resource. First, the song is a linguistic resource. In this case, the song became a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The song can also represent a language that is familiar to students in a new and fun form. Using songs also allows for natural and pleasant language repetition. Songs can be used to develop all language skills including improving students' pronunciation skills. Second, the song is an effective or psychological resource. Besides being fun, songs are also able to motivate students while developing a positive attitude towards English. Songs are not scary or threatening for students. Even songs can help increase student confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents. Third, the song is a cognitive resource. Songs help improve memory and concentration. Fourth, songs can be a cultural resource and social resource. Brewster (2002) also revealed that songs provide tremendous benefits for learning pronunciation. Some important features of pronunciation such as stress and rhythm as well as intonation can be practiced naturally through songs.

Listening to songs that use English as the lyrics will make learning enjoyable English listening. By using songs as media, we can learn four aspects of learning to listen at once. This is one of the approaches to improve our ability in English listening, as well as to motivate students to improve their English listening ability.

Various types of songs that we can be used according to our needs in class. The song can be categorized into activity songs, animal songs, food songs, learning songs, lullaby, patriotic songs, parody, sports songs, traditional songs, and so on. Teachers must be more careful in choosing songs because not all songs in English can be used as learning resources. Songs whose music is too dominant for example, or songs that contain too many metaphorical languages, slang language, are not good for students. Choose simple songs and accordance with learning needs (curriculum, for example). Also choose songs whose lyrics can be heard clearly, also pronunciation (pronunciation) is correct. Because students will use the song as a model, of course, they have to find the best model. If the teacher is going to sing it must be ensured that the teacher will give a good model for the students.

#### **E. The Indicator of Habit in Listening English Song and Listening Skill**

According to Firdaus (2014) Habits are habituated routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. The condition when a person does the same activity without thinking consciously as a sociologist Pierre Bourdieu stated on Swartz (2002) that the concept of habit has come from the term of habitus derives from the Latin verb here meaning "to have" or "to hold" which means the regulated action of human with the regular statistical pattern without any conscious thinking. Wood and Ringer (2015) also stated that when once the habitual response is activated, people can act on the response in mind without

deciding to do so. People with a habit will do it without any thinking and they do something repeatedly as Nilsen et al (2012) said that habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.

According to Murphey (1992:14), there are three indicators of the habit of listening to English song;

a. Repetitive action

The condition when a person does the same activity without thinking consciously.

For example:

I listen to English songs repeatedly/ rhythm to motivate myself to learn English.

b. Attention

The activity of paying attention by listening to an English song that provides lyrics or words, melody, rhythm.

For example:

I read every song lyrics from various types of English songs that I listen to.

c. Getting the meaning

The activity of getting the meaning of groups of English words contained in the song.

For example:

I listen to a popular English song to improve my listening/ listening skill in English.

There are no general rules that can be given for a strict determination of those factors. How frequently the actions should be repeated or how rapidly the complexity may be increased, will depend not only on actual psychological factors of repetitive action, attention, and getting the meaning but also on the nature of the actions to be performed and on natural aptitudes and tendencies. Habit can decrease or disappear negatively by abstaining from exercising them, and positively by acting in an opposite direction, antagonistic to the existing habits.

#### **F. Habit in Listening to English Song**

Songs, as Griffiee (1992) states are pieces of music that have words. Webster's (1994) dictionary defines songs as a short musical composition of words and music. The main parts of a song are music and words. While the music itself is related to rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. The repetitive pattern means that song, there are usually several lines of the song, which are repeated twice or more what so-called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices. The main parts of an English

song are music and English words. The English words in the lyric of the song can be useful to be discussing the material in language learning. Murphey (1992) said that through the lyric in the song, the students learn about vocabulary, sentence structure, and sentence patterns. Since one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for several purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help students improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills too. Perhaps the greatest benefit of using songs in the classroom is that they can be fun. Pleasure for students is an important part of learning a language, something which is often ignored by the teacher, and songs can add interest to classroom routine and potentially so improve student motivation.

Purcell (1992) states that students tend to feel bored by repeatedly listening to narration or dialogue when they try to understand the meaning of new words or phrases in context. Conversely, listening to a song over and over again can feel less monotonous because of its rhythm and melody. Besides, Listiyaningsih (2017) also stated that one way to improve listening skills is to listen to English songs. Listening to English songs can improve the ability to listen. When someone listens to an English song, their ears will unconsciously get used to listening so that when in class listen, someone who is used to listening to a song will more easily get the meaning of what is said by the narrator. When learning English, especially in listening, many media can help

students to improve their listening skills such as videos, films, and songs. The song is one of the media that can improve listening skills because the song can be found everywhere and can train our ears to listen.

Based on the theories above, habit and listening to English song can be pointed out that habit in listening to English song is defined as a repetitive action of paying attention and trying to get the meaning of groups of English words contained in the songs, so it becomes a pattern of behavior which is practiced automatically, unconsciously and continuously because it has been a familiar and easy response. So, based on the conclusion above can be inferred that there are indicators of habit in listening to English song such as repetitive action, attention, getting the meaning, and pattern of behavior.

#### **G. Previous Research Findings**

This previous research became one of the researcher's references in researching so that the researcher can enrich the theories used in studying the research conducted. From previous research, the author did not find the same title as the author's research title. However, the authors raised several studies as a reference in enriching the study material in the author's research. This research is designed by being supported by three previous research findings. First, research was conducted by Apin Hidayat in 2013 about "The Use of Songs in Teaching Students 'Listening Ability" provides a good insight into this research. Hidayat found that using interesting learning media can increase the ability and involvement of students in learning English activities that are not their mother tongue. Through the use of song listening strategies, they can

interact and build meaning from song lyrics while developing basic skills such as reading, writing, listening, and speaking as well as additional abilities such as vocabulary, pronunciation, and grammar. Using content such as songs can motivate students to improve their ability to listen to English. The use of appropriate songs in the learning process can also affect the level of success of students and teachers in achieving learning goals.

The second research was conducted by Rachmat Ari Wibowo about “Mengajar Vocabulary Dengan Menggunakan Media Lagu Berbahasa Inggris Di Akademi Teknik Perkapalan (ATP) Veteran Semarang”. In this research, the researchers proved that the song is authentic material that can make the class interesting and fun and increase student interest in learning. In increasing students' ability to learn English and increase vocabulary through song media, they must use appropriate and interesting songs so they can achieve the expected goals.

The last research was conducted by Kiki Rezky Andriani in 2010 about “Hubungan Media Lagu Dengan Peningkatan Kemampuan Mendengarkan siswa”. Kiki Rezky Andriani said that the results of his research had a relationship between song media and the improvement of students' listening abilities. This happens because of the selection of the right song to listen to students. Listening is also one of the important materials in learning English because we must be able to understand every word that other people say to us. We can also integrate it with other abilities such as speaking, reading, and writing.