

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### a. Perception

###### 1. Definition of Perception

Perception is the process by which individuals interpret and give meaning to objects, events, or relationships using their five senses. Perception is also a psychological factor that can significantly influence human behavior, as different perceptions can lead to different actions. Perception is often confused with sensation which is the initial selection of stimuli, whereas perception can involve interpreting the sound as a familiar song. According to Fay (1967), perception can be divided into two types: object perception (relating to physical objects) and social perception (relating to the understanding of others). These perceptions can be influenced by factors such as previous experience, learning environment, and interaction with teachers and peers. For example, a student who has had positive experiences with group work in the past is more likely to perceive future group activities favorably. Perceptions can be positive or negative, depending on how students interpret and evaluate their learning experiences (Zamzami, 2022).

###### 2. Type of Perceptions

According to Safitri (2021), the type of perception is divided into 5, namely:

- a. Positive perceptions: characterized by many students feeling more comfortable and motivated to study outside of school due to easy access to English content.
- b. Negative perceptions: some students faced challenges such as internet connection issues, privacy, and inappropriate content when using social media to learn English.
- c. Perceived effectiveness: students will feel that social media can help improve listening and reading skills in English because they can find interesting and relevant content.
- d. Perceived use of technology: students who are familiar with technology tend to have a more positive perception towards the use of social media in English learning.
- e. Perceived learning environment: social media can create a stress-free learning environment and allow students to learn more relaxed and comfortably.

### **3. Factors that influence perception**

According to the journal Walgito B (2004), several factors that can affect perception are explained:

1. Perceived object

Everything we perceive comes from an object that can produce a stimulus. Stimulus can come from outside, for example, the sound of music, lights, or the smell of food. In addition, stimulus can come from within ourselves, for example, hunger, thirst, or feelings of anxiety. Our brain will capture more stimulus that come from outside because we are constantly interacting with the

surrounding environment. For example, when we talk on the side of the road, we can hear the sound of vehicles, feel the air on our skin, or can also smell food from a restaurant. All of these are stimulus that enter the senses that are processed by the brain.

## 2. Sensory organs, nerves, and the center of the nervous system

In addition to the stimulus, we need tools to capture the stimulus, namely our senses. Such as eyes to see, ears to hear, nose to smell, skin to feel touch, and tongue to taste. All information that can be captured by our senses is not immediately understood but sent to the brain through sensory nerves. Once the info reaches the brain, then we can understand what has just happened.

## 3. Attention

Although there are many stimuli around us, we cannot possibly be aware of all of them immediately. We can only realize and catch something if we can pay attention to the stimulus. This attention can be said to be a kind of focus on one thing that is interesting or important to us.

These factors are very relevant in this study because the use of English songs as a learning medium can provide stimuli such as lyrics, melody, and rhythm. The way students receive and process these stimuli, namely through their sense of hearing, can affect their motivation, focus, and comfort in learning, which is part of the perception being studied.

## 4. Students' Perception

Students generally have a positive perception of using English songs to improve listening skills and vocabulary. Students often find songs fun

because they combine music with language, so learning no longer feels like a chore and like entertainment. According to Pangaribuan & Chairunnissa (2023), students can view songs as an effective tool to improve their English language skills. Similarly, Basori & Setyowati (2024) found that students perceive English songs positively in vocabulary learning, as they can help in understanding and memorizing new words more effectively.

## **b. Songs**

### **1. Definition of Songs**

A song is a combination of melody, rhythm, and lyrics that create harmony. These three elements work together to create a harmony that is pleasing to the ear. Songs are also a form of artistic expression and an effective medium for learning English as they can improve language skills and sensitivity to sound. According to Nurhayati (2009), songs are an integral part of language learning as they can help students recognize meaningful sounds and increase their emotional engagement. Songs can also evoke emotions such as joy, sadness, or excitement which can motivate students to be able to consistently learn English.

### **2. Role of Songs**

According to Sukmawati et al (2023), the role of songs in English language learning can cover several important aspects, namely:

- a. Increase interest in learning: popular songs have a strong appeal that can attract students to learn English.
- b. Improves listening comprehension: listening to songs in English can help students improve their listening skills.

- c. Expanding vocabulary: songs are a rich source of vocabulary and grammar which can help students expand their vocabulary.
- d. Making learning more fun: the use of songs in learning makes the classroom atmosphere more fun and can increase student engagement.

Songs have an important role in language learning because they can help students understand vocabulary, and language structures and can improve students' memory. In the journal, Garryn C. Ranuntu (2018) explains the role of songs in language learning with some important points. Songs are also used as media in learning that are fun and interactive. They can help students understand and remember new words more easily. The songs can also create a conducive learning environment that can increase students' engagement with the language and make the learning process more interesting and fun. The results show that the use of songs in language education can improve students' vocabulary acquisition and overall language skills.

### **3. Characteristics of Song**

According to Farhansyah et al (2023), several characteristics must be considered in improving students' English language skills, namely:

- a. Authenticity and Cultural Relevance: songs that can be used should have high cultural relevance and can raise themes that are familiar to students so that they can be more easily accepted and understood.

- b. Emotional Engagement: songs that can arouse positive emotions, such as pleasure and enjoyment, tend to increase student involvement in the learning process.
- c. Clarity of Lyrics: clear and easy-to-understand lyrics can play an important role in helping students sharpen their listening skills and expand their vocabulary.

#### **4. Challenges in using songs**

According to the journal Yeni (2013) the challenges in using songs can be explained through various aspects that can be faced by educators in music learning, namely:

1. Limited song references: finding relevant and appropriate songs for learning is difficult due to limited resources. Not all songs are suitable for learning. For example, songs with lyrics that are too fast or slang that is difficult to understand are not suitable for beginners.
2. Maintaining student focus: Long or complicated songs cause students to lose interest. The solution is to choose a short song with simple lyrics, such as “Twinkle Twinkle Little Star”.
3. Educator’s musical ability: teachers with limited musical ability will find it difficult to use songs effectively. Teachers can use apps or YouTube videos that already provide ready-made song materials as an alternative.
4. Classroom management: managing active or inactive students during singing activities can be a challenge. The solution is to

make the singing activity more interactive, such as karaoke or group competition.

5. Time and curriculum constraints: a strict curriculum can limit the time available to integrate songs into learning. An alternative is to use songs as an opening or closing activity.

### **c. Listening skill**

#### **1. Definition of listening skill**

Listening as a whole can be defined as a communication skill that involves effort and full attention to what is heard. Listening can include the process of understanding, responding, and absorbing what is heard. Listening to English songs as a learning medium can have many significant benefits. One of the benefits is improving listening skills. Learning English by using songs is indeed very fun and interesting, but certain limitations can make such learning cannot be fully optimized. Therefore, someone who wants to learn English still needs a formal English learning approach. English songs can also be sung in a variety of different dialects, which may not be familiar to students and the way to overcome this is by getting used to various types of accents and dialects (Basori & Setyowati, 2024b). In addition, English songs can also reduce stress and anxiety, therefore learning using music can create a more relaxed and enjoyable learning environment (Souhuwat & Sengkey, 2023).

#### **2. Listening Comprehension and English Songs**

By listening to English songs, we can improve our listening skills. In addition, listening to songs can also help improve speaking skills, enrich vocabulary, and understand popular culture. According to Wusqo et al

(2024) shows that the use of English songs in English learning is considered fun, not boring, effective as a learning medium, entertaining, and can improve brain ability.

### 3. Types of Listening

According to Syam (2017), the types of listening are explained, namely:

#### a. Intensive Listening

This type of listening can involve paying attention to the small details of what is heard. The main goal is to be able to understand small components such as words, phrases, intonation, and grammar. This type of listening can be involved through activities such as listening to and repeating important words or phrases, analyzing pronunciation and intonation, and can also make notes on the use of grammar in certain contexts. For example, students listen to songs and note new words.

#### b. Extensive Listening

This type focuses on understanding the entirety of a text that can be read aloud or can be called a long dialog. The goal is to capture general meaning and context without having to focus on small details. This type of listening can be done through activities such as listening to stories, news, or long discussions, then it can also be by understanding the storyline or main information and the last activity can be by enjoying the content heard without having to analyze every small component. For example, students can listen to podcasts or long stories and summarize the content.

c. Responsive Listening

This type is a type of listening that requires a response to what is heard. This can be in the form of answering questions based on the information heard, making comments or responses directly, and interacting in short conversations or discussions. For example, after listening to a song, students can answer questions about the lyrics.

d. Selective Listening

Selective listening can involve listening to get the specific information you want. People who listen to this type will look for points of specific information in an audio text, then they will listen to the news to capture the main points, and finally, they will take notes on key information without having to pay attention to the entire content. For example, students may listen to the news and take notes on key information.

e. Interactive Listening

This type can involve active participation in a conversation or discussion. It can require the ability to listen and respond effectively. Activities involved in this type can include participating in a dialog or a group discussion, providing input or opinions in a conversation, and they can ask questions and respond to answers directly. For example, students can discuss the message of a song they hear.

#### 4. Process in Listening

According to Indrajaya et al (2015), there are interrelated stages to be able to achieve maximum understanding in communication, namely:

a. Message Reception

This process can begin with the reception of the message conveyed by the speaker. The initial stage can involve the ability of the listener to be able to pay attention through verbal and non-verbal aspects of communication. The success of receiving this message can be greatly influenced by several factors, such as environmental conditions, the level of attention the emotional state of the listener. If these factors cannot run optimally, message reception can be disrupted.

b. Comprehension

At this stage, the listener can process information to be able to interpret the intent, context, and emotions contained in the message. Good understanding requires concentration and the ability to interpret what the speaker wants to convey. However, if the listener lacks focus or has wrong assumptions, this comprehension process can be hampered.

c. Information Storage

In this stage, the information that has been understood needs to be stored in memory so that it can be used in the future. The ability to remember relevant messages is very important, especially when the information can be needed for further communication or decision-making.

d. Message Evaluation

At this stage, the listener needs to analyze and assess the message based on the credibility of the speaker, the validity of the information, and its relevance to a particular situation. This evaluation is very helpful for the listener to be able to determine whether the information is reliable and how the information will be used.

e. Response

This response can be in the form of verbal responses, such as giving feedback or asking questions, as well as non-verbal responses, such as nodding or showing certain facial expressions.

The response given can indicate that the listener has understood and processed the message properly so that communication can run well.

## **5. Challenges in Listening**

According to Loren (2017), the author explains the challenges in listening which consist of several aspects, namely:

a. Limited Learning Tools

These devices can include audio tools, sound recordings, and learning materials that should be in good condition and in sufficient quantities. When devices are inadequate, in the end, students cannot practice listening optimally which can hinder their development. Alternatively, they can use applications such as Spotify or YouTube.

b. Inappropriate Learning Media

The media that is commonly used is often not suitable for the level of students' abilities. Learning media must be relevant and attractive to help students accompany the learning process. Usually, uninteresting media can make the students feel bored and lose interest in listening activities. The solution that can be used is to choose songs or podcasts that are interesting and follow student interests.

c. **Students Perception**

Students think listening is a boring and too challenging activity. This perception can be a barrier in itself that can make students less motivated. Therefore, teachers need to be able to create a classroom atmosphere that is interesting and can motivate students. The solution is to make listening activities more interactive, such as quizzes or games.

d. **Time Limitation**

Limited time in classroom learning activities is also a challenge. Students do not get much time to practice listening, so their abilities cannot develop properly. The use of appropriate learning media when outside the classroom is also highly recommended to help students overcome this limitation. The solution that can be given is by giving listening assignments as homework.

**d. Vocabulary Mastery**

**1. Definition of Vocabulary Mastery**

Vocabulary is a collection of words used in a language, both in general and in specific contexts. Vocabulary is an important part of

communication and one can gain knowledge so that language learning can find out new grammar. Listening and vocabulary have a mutually supportive relationship so vocabulary is something that cannot be separated. According to the journal, Kartika (2019) mentions the benefits of listening to English songs in improving students' vocabulary mastery and provides insight into how lecturers can utilize music as a very appropriate learning medium. Songs can also make learning feel more fun so that information consisting of vocabulary or sentence patterns received when listening to songs is easier to remember and access again when needed.

## **2. Vocabulary Acquisition through Songs**

Vocabulary acquisition through songs can be done by listening to and memorizing song lyrics. Song lyrics can also be used as a new learning resource that can increase vocabulary. According to Thahura (2022) emphasizes how important vocabulary acquisition is in the language learning process. Popular songs can be used as a very effective learning tool because the lyrics are interesting and easy to remember by students. In addition, these songs can also help students understand the meaning of new words in a context that is fun and relevant to everyday life.

## **3. Types of Vocabulary Mastery**

According to the journal Noviyanti et al (2023) describe several types, namely:

### **a. Basic and Advanced Vocabulary**

#### **1. Basic Vocabulary**

This type refers to basic words that are commonly used in everyday life that are easily understood by beginners. For example, words like “book”, “house” and “cat” are considered basic vocabulary.

## 2. Advanced Vocabulary

This type refers to words that are more complex and often used in formal contexts. For example, “subjugate”, “proliferation” and “multifaced” are included in the advanced vocabulary.

### b. Receptive and Productive Vocabulary

#### 1. Receptive Vocabulary

Vocabulary that can be understood when listening or reading, but still not actively used in speaking or writing. For example, by listening to the news in English and understanding the words used although not using them often.

#### 2. Productive Vocabulary

Vocabulary that is actively used in speaking and writing. For example, by using words in daily conversation or by writing essays.

### c. Academic, Technical, and Everyday Vocabulary

#### 1. Academic Vocabulary

This is vocabulary that is often used in academic settings and formal writing, such as “analyze”, “context” and “hypothesis”.

#### 2. Technical Vocabulary

There are specialized terms that can be used in certain fields or expertise, such as “thermodynamics”, “neuroscience” or “aflatoxin”.

### 3. Everyday Vocabulary

These are words that are often used in everyday conversation.

For example, “hello”, “goodbye” and “thank you”.

### 4. Challenges in Vocabulary Learning

According to the journal Nursyahida et al (2024) describe several challenges in vocabulary learning, namely:

- a. Difficulty understanding the material: students who have difficulty understanding English learning content can be caused by the complexity of the material or the lack of adequate explanation. A possible solution is to use simple song lyrics.
- b. Grammar that is complicated to pronounce or difficult to remember: grammatical structures that are considered difficult for students result in difficulty in pronunciation. The solution is to focus on songs with clear pronunciation.
- c. Lack of vocabulary: students have a limited amount of vocabulary to master which can hinder their ability to communicate effectively. The solution is to introduce 5-10 new vocabulary words every week through songs.
- d. Differences between English writing and pronunciation: significant differences between the way English words are written and pronounced can cause confusion and difficulties for students. The solution is to use songs to practice pronunciation.

- e. Lack of confidence when speaking in English: students who feel a lack of confidence when they have to speak in English, which could be caused by the fear of making mistakes or lack of practice in speaking. The solution can be to make singing or speaking activities fun.

## **B. Previous Study**

Several previous studies have examined the use of songs in English learning and have shown positive results, especially in improving students' listening skills and vocabulary mastery.

Research conducted by (Putri Dilago et al., 2022) discusses student perceptions of the use of songs as a medium for learning listening skills. The results showed that most students showed a positive response to the use of songs in the learning process of learning English, especially in improving listening skills. Songs can be considered capable of creating more fun and relaxation so that students become more focused and motivated to understand the lyrics. In addition, songs can also be considered to help students recognize the natural pronunciation of words from native speakers. However, there are still obstacles such as the tempo speed of the song that is too fast, as well as the use of vocabulary that is unfamiliar to some students. This study focused solely on listening skills, whereas the current research expands the scope by exploring both listening skills and vocabulary mastery at the university level.

A study conducted by (Virtaza et al., 2023) explored students' perceptions of songs as a medium to expand English vocabulary. The results show that the majority of students feel that learning vocabulary through songs can provide a more enjoyable and memorable experience compared to conventional methods such as

memorizing word lists. Song lyrics often contain repetition and certain emotional contexts, which can help students understand the meaning of words and their use in sentences. In addition, songs can also motivate students to be able to look up the meaning of new words independently through dictionaries or the internet. However, there are some challenges for students to understand the meaning directly. This study does not highlight the listening aspect specifically but rather focuses too much on students' vocabulary development through songs. In contrast, the current study investigates both vocabulary and listening, providing a more balanced view of students' perceptions toward song-based learning.

According to Butar Butar & Katemba (2023) studying EFL (English as a Foreign Language) students' perceptions of the use of songs in vocabulary learning, focusing only on songs listened to through platforms such as Spotify. Students stated that these songs were very helpful in adding new vocabulary because they often listened to them repeatedly, especially in leisure activities such as listening to music in their spare time. Songs can be considered a flexible medium as they can be accessed anytime and can help prepare learning indirectly. Students also mentioned that they are often interested in finding out the meaning of words they do not understand in song lyrics, thus increasing their self-learning initiative. However, this study was limited to vocabulary development and did not address listening comprehension, which is included in the current study.

The previous researchers focused on the use of songs to improve high school students' listening through experimental methods and also examined the effect of songs on the vocabulary of junior high school and elementary school students, with experimental design. The three studies were limited to one language skill only and involved school-level students. In contrast to that, this study examines two skills

at once, namely listening and vocabulary, and uses a descriptive quantitative approach through a questionnaire to find out students' perceptions. This research fills the gap from previous studies and provides a new perspective in the context of language learning at the college level. By addressing two language skills at once, listening and vocabulary, this study aims to fill the gap in existing literature and provide a new perspective in the context of language learning at the tertiary level.

