

## **Chapter Two**

### **Literature Review**

In this research, the researcher reviews the theories from some expertise that related to this research. In this chapter the researcher reviews about definition of motivation and types of motivation. In addition, the role of listening to English songs and previous studies will be discussed in this chapter. The theories are taken from books, journals and articles related to this research.

#### **Habits of Listening to English Songs**

Habit is an understanding of something without having any efforts to do that happened naturally (Louis & Sutton, 1991). Moreover, Limayem and Hirt (2003) stated that habit takes place in particular period. In the other hand, Landis, Triandis and Adamopoulos (1978) indicated that habit is the way of someone to act that was done in particular period. Therefore, habit is an act that was done in particular period of time without any hesitation.

In listening activity, there also could be a habit for students. Listening is an act to pay attention to a sound by hearing the sound (Mendelsohn, 1994). According to Mendelsohn (1994) listening is a skill to understand the language spoken by a speaker. Moreover, Purdy (1997) defined that listening is seeing, noticing, explaining, memorizing, and telling (verbal and nonverbal) which has to be an active and vigorous that said by the other human. In addition, Rost (2002) found that listening is a procedure of understanding the information from the speaker spoken, to build and make the meaning, make a deal and react of the meaning with the speaker, make a deal from the engagement, innovation, and care. Listening is an activity which is paying attention to a sound by hearing it and

understanding the information from the speaker (Rost, 2002). Moreover, Shen (2009) defined that listening to English song is an activity to pay attention to a sound and try to understand, notice, memorize and tell what speaker sing.

### **The Role of Listening to English Songs**

Listening to English songs can give various benefits to learners. In classroom activity, songs can make interesting atmosphere in the class (Millington, 2011). In addition, listening to English songs while students are learning English can improve their motivation in language learning when English songs usually use in the class (Millington, 2011). Moreover, Shen (2009) found out that English songs can stimulate students' motivation if English songs regularly use in the class. Listening to English songs can be students' interest because they enjoy the songs while they learning English (Chen & Chen, 2009).

According to Chen and Chen (2009) English popular songs motivate students in language learning because students feel comfortable and enjoy the songs. For example, the types of songs like pop, jazz and rock motivate students to learn English. In addition, Chen and Chen (2009) pointed out that students who learn English using English popular songs have positive performances in language learning. Therefore, English popular songs are enjoyable for students in language learning and motivate them to have good performance.

While students learn English using English songs, it will increase their self-esteem in language learning (Shen, 2009). In addition, Shen (2009) stated that popular themes of English songs, like friendship, love story, religious and the other themes affect students' motivation and self confidence in language learning. Moreover, Shen (2009) said that students felt more interest in learning English

because the themes of the songs are similar with their own story. Therefore, students who learn English using English songs motivate and enhance their English proficiency in language learning (Shen, 2009).

### **Motivation in Language Learning**

In this sub-chapter, the researcher will explain some parts about motivation in learning English. The parts are definition and types of motivation in language learning. Therefore, this sub-chapter will be explained by providing sources that related to this research.

**Definition of motivation in language learning.** One of important factors that affect language learning is motivation (Khan, Sani, & Shaikh-Abdullah, 2016). Additionally, the most crucial thing that effect students' proficiency in language learning is motivation. Dörnyei and Ushioda (2011) stated that motivation is something that makes students want to get involved with the activity and to make a decision of something in the activity.

Motivation plays important roles in language learning. According to Guay et al. (2010) motivation is a situation that supports students' behavior. Besides, students' behavior can be stimulated and guided by motivation (Dörnyei, 1998). Motivation is one of factors that influence learning which has to be notice. Therefore, motivation is a condition that makes someone to do something and guide them in making decision which is also support their behavior (Dörnyei and Ushioda, 2011; Guay et al. 2010).

Students' proficiency in learning English could be increased by increasing their motivation. Al-Tamimi and Shuib (2009) found out that motivation is an

important thing that can increase students' proficiency in language learning. Therefore, it was given an attention by researchers in education and social psychology field (Noels, Pelletier, Clément, & Vallerand, 2000).

**Types of motivation in learning English.** In this section, researcher defined the types of motivation. They are integrative and instrumental motivation by Gardner and Lambert (1959). Therefore, these types will be defined one by one in this section.

*Integrative motivation in language learning.* Gardner and Lambert (1959) stated that integrative motivation is students' desire to learn and communicate with the society and want be a part and engage with the society itself. Students want to know the tradition of the foreigner (Wilkins, 1972). For example, students are curious about how the society's custom, what the people in the society eat and what the people in the society does regularly. In conclusion, students are motivated to learn L2 because they want to make a connection with the society of their target language (Khan, Sani, & Shaikh-Abdullah, 2016).

Actually, Gardner and Lambert (1972) said that students who have or showed high proficiency of their L2 in language learning are identified as a positive integrative motivation. They will show their high proficiency because they want to get involved with the society of their target language. Students tend to learn something that interest them. For example, they want to know the tradition or culture of their target language. Integrative motivation plays important role to increase students' proficiency in language learning.

*Instrumental motivation in language learning.* Gardner and Lambert (1959) pointed out that instrumental motivation is an activity that students do to get the value and benefit from the activity. They learn language because they want to get better jobs or professions. In addition, Mansoor (2003) stated that students are motivated because they want to get their goals. Therefore, instrumental motivation tends to get the focus of students for the reward or to achieve their goals.

Several years ago, Gardner and Lambert (1959) found that instrumental motivation forces students' desire to increase their L2 proficiency. Students' desire increases in language learning because there are goals that they want to get. For example, students are motivated in language learning in the class because they do not want to fail the class (Gardner & Lambert, 1959). Therefore, students' L2 proficiency tend to increase because they want to achieve their goal from language learning.

### **Factors that Motivate Students in Learning English**

The most significant factor that influences students' L2 proficiency is motivation (Al-Tamimi & Shuib, 2009). In addition, motivation can increase students' L2 proficiency (Al-Tamimi & Shuib, 2009). Moreover, there are some factors that motivate students in learning English. According to Hussin, Maarof, and D'cruz (2001) factors that motivate students in learning English divided into three which are students' interest in subject matter, students' self-confidence and students' feel challenging in learning English. Therefore, students' L2 proficiency in learning English can be influence by these three factors.

Firstly, one of factors that can motivate students in learning English is students' interest in subject matter. Students motivated in learning English because the task of the subject is interesting and the way teacher' teaching is task based instead of traditional way which is the teacher is lecturing during the lesson (Widdowson, 1991). In addition, students' interest will make them become more active in learning English. Therefore, students' interest in learning English can motivate students to increase their L2 proficiency (Ebata, 2008).

Secondly, the second factors that motivate students in learning English is students' self-confidence. Students' self-confidence is the most significant factor that can motivate students in learning English (Ebata, 2008). In addition, students' self-confidence will lead them to achieve their goal in target language (Ebata, 2008). Moreover, students who successes in language learning tend to have higher self-confidence than the unsuccessful students (Hussin, Maarof, & D'cruz, 2001). Therefore, students' self-confidence is factors that can motivate students in learning English.

Lastly, students feel challenging in language learning is one of factors that can motivate students. Students motivate because they feel that is developing all skills in learning English is challenging (Hussin, Maarof, & D'cruz, 2001). For example, students motivated to learn English to win the prize of spelling bee competition (Hussin, Maarof, & D'cruz, 2001). Therefore, students motivated to learn English to challenge them self to master all of skills in language learning.

### **Review of Previous Related Studies**

The first study was conducted by Aguirre, Bustina, and Garvich (2016) which analyzed how to utilize of song in English to improve students' motivation

in learning English in primary school in Lima, Peru. This research used mixed-method design which included observations and questionnaires to gather the data. Moreover, this research took primary school students from Lima, Peru as the respondents of this research. The result of this research revealed the increased of students' motivation in learning English with using music than without using music. In addition, this research showed the positive impact of using song in learning English in the class. This research was innovative because the result of this study not only revealed students' motivation in learning English but also about students' perception, interest and attention while the class used songs in learning English.

The second research was done by Shen (2009) which studied how to include English songs into English language teaching. In addition, this research used quantitative method and experimental design. This research was conducted in China which took college students as the respondents. Moreover, this research used pre-test and post-test for the college students to gather the data. The result of this research showed that using English songs would increase students' performance in learning English. However, it would also increase students' self-confidence in learning English. In addition, using English songs can decrease students' anxiety when they learn English.

The last research was conducted by Chou (2010) which studied how background music effects concentration in Taiwanese college students. In addition, this research is conducted in Taiwan and this research took college students from the Department of English as the respondents for this research. Moreover, this research used experimental design to analyze the data. This

research used three reading passages and thirty reading comprehension questions as the instrument to gather the data. The result of this research showed that types of music background affect students' cognitive performance. This research also found that playing music can affect students' concentration in reading comprehension task. It distracted students' concentration.

These three research above have similarities and differences with this current study. Aguirre, Bustina, and Garvich (2016) have similarity with this current research about influence of songs for students' motivation in learning English. Moreover, the different between Aguirre, Bustina, and Garvich (2016) with this current research is the setting. Aguirre, Bustina, and Garvich (2016) study were conducted in primary school. Instead of conducted this research in primary school, this current research was conducted for students in university which is conducted at EED of UMY. Meanwhile, Shen (2009) has similarity with this current research in using English songs and the respondents are students in university. Moreover, the different between Shen (2009) and this current research is to see the influence of songs instead of students' habit of listening to English songs. Furthermore, Chou (2010) has similarity in listening to music or song and the different between Chou (2010) and this current research are Chou (2010) was conducted to explore the effect of the music instead of students' motivation. Therefore, these three research help the researcher by providing the basic literature to conduct this research.

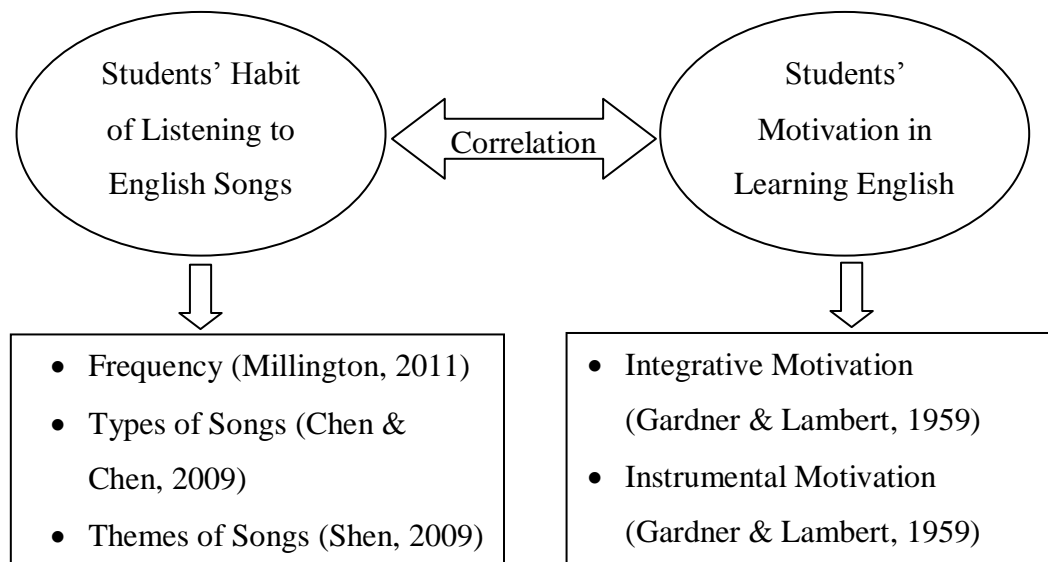
### **Hypothesis**

The proficiency of using English in Asia is still low (Butler, 2015). It can be influenced by motivation. Motivation plays an important role in language



learning that affects students' proficiency (Al-Tamimi & Shuib, 2009). Dörnyei and Ushioda (2011) stated that motivation is something that makes students want to get involved with the activity and to make a decision of something in the activity. Moreover, motivation can be influenced by enjoyable activities. Students' will show their excitement in language learning if they enjoy the activity (Dörnyei, 2001).

One of an enjoyable activity is listening to English songs which can motivate students in learning English. Students enjoy listening to English songs when they learn English (Shen, 2009). While students listen to English song as their regular activity, it can become a habit for them. Moreover, listening to English songs can improve students' motivation in language learning (Millington, 2011). Therefore, students' motivation can be maintained by listening to English songs.



*Figure 2.1 Research Hypothesis*

**Null Hypothesis ( $H_0$ ):** There is no correlation between EED of UMY students' habit of listening to English songs and their motivation in learning English