

Chapter Two

Literature Review

This chapter discusses the reviews on literature related to the students' perception on the use of English song to improve vocabulary. There are some important points mentioned in this chapter. This chapter explores vocabulary learning. Then, this chapter also discusses the learning strategies in listening. Besides, this chapter presents the discussion of using songs to teach vocabulary. Also, the chapter presents the review of related studies. Finally, it presents the conceptual framework.

Vocabulary learning

Vocabulary is an important part of language learning. In relation to this, Wilkins (2002) stated that without grammar very little can be delivered, without vocabulary nothing can be delivered. The important point of the statement is learning vocabulary which is important for the students, so the students must master vocabulary in order to succeed in language learning. Thus, vocabulary is the main component of language proficiency provide much of the basis for how well learners speak, listen, read, and write (Richards, 2002). Diamond and Gutlohn (2006) suggest that vocabulary is a word and meanings. The students should to know a lot of vocabulary. Hence, if the students do not know a lot of vocabulary, it will not achieved in language learning. So, the students should be able to recognize words, and know their meanings as well. In addition according to Harmon, Wood, and Keser, (2009) as well as Linse (2005) the important aspect

of the language development is that learners can develop their vocabulary. Moreover, the student should master vocabulary in order to succeed in language learning.

Raihany (2012) learning strategies help students to understand, learn, remember new information and solve problem. One of the strategies is listening to English song. Song has a great influence in language learning. In line with Harmer (2009) music is “a powerful stimulus” for language learning (p.319). Listening song is one of the way to learn English. The song also can change the learners’ mood and it can positively influence their motivation for learning (Chen & Chen, 2009). Listening song also has positive influence for learning vocabulary.

Learning Strategies in Listening

This part explains learning strategies in listening. The researcher discusses definition of listening. The researcher also discusses definition of learning strategies.

Definitions. There are several definitions of listening. According to Worthington and Bodie as cited in Bostrom (2011) listening is an acquisition, process, and retention of information in the interpersonal context. Ahmadi as cited in (Pourhosein, Gilakjani and Sabouri, 2016) stated that listening helps us in make successful communication. Gilakjani and Sabouri as cited in Purdy (1997) stated that listening is the process of receiving, making meaning from, and answering to spoken or nonverbal messages. Gilakjani and Sabouri as cited in

(Jafari and Hashim, 2015) stated that “listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening” (p.124)

According to Jou (2009) listening comprehension is the process of understanding speech in a foreign language. O’ Malley and Cohen (2004) argued that learning strategy is the action of the students to achieve a learning goal. Tsan (2008) stated that learning strategy is the technique of the students use to develop their learning progress. Cook (1993) argued that learning strategies are a choice made by students while learning that affects learning. O’ Malley & Chamot (1990) stated that learning strategies special behaviours that person use to help them in learning. Listening requires a strategy to help students in comprehending when listening comprehension. So that, listening strategies is an activity that individual use to succeed in listening comprehension.

Kinds of listening strategies in listening. According to Goh (2002; O’ malley & Chamot, 1990; Vandergrift, 1997) listening strategies divided into three types: metacognitive strategies, cognitive, and socio/affective strategies. According to Cook as cited in Oxford (1990) listening strategies is memory strategies.

First, metacognitive strategies are activities that regulate the language-learning process. They are composed of planning (preparation for completing the tasks), selective attention (deciding which part of the text should be focused on), directed attention (maintaining attention while listening), monitoring (checking,

verifying, or correcting ongoing comprehension or performance) and evaluation (of listening performance, strategy use, and problem identification).

Second, cognitive strategies are defined as mental activities for processing the language to accomplish a task. Cognitive strategies consist of the following activities: identifying the main ideas (focusing on the gist of listening tasks), inferencing (using known words, context, background knowledge, and body language to fill in missing information), prediction (anticipating the contents of a text), note taking (writing down key words and concepts to assist performance of a listening task), elaboration (integrating new information into texts or conversation to known information to fill in missing information), imaging (using actual pictures or visuals to present information), translation (rendering ideas from one language to another in a relatively verbatim manner), summarising (conclude what is heard to ensure that the information has been retained).

The third, social/affective strategies are related to interaction or affective control in language learning and involve three activities: questioning for clarification, cooperation, and lowering anxiety. Questioning for clarification means to clarify unclear or missing information related to listening task or the language by asking oneself or others for explanation or confirmation. Cooperation refers to work with others such as classmates or teachers to do a listening task, to check the answers, or to get feedback. Lowering anxiety is associated with using various ways such as taking a deep breath when feeling anxious in order to perform listening tasks more successfully.

The last is memory strategies. According to Cook as cited in (Oxford, 1990) memory strategies is remembering new information or word.

Using songs for vocabulary learning

According to Burhayani (2002), song is one alternative way to increase English learning especially on vocabulary. Song can motivate students to learning. Phisutthangkoon (2016) stated that songs can be used as effective materials for teaching vocabulary such as using the words of a song, dictating a song, using a song for gap-fill, cloze or for correction, integrating songs into project work, practicing pronunciation, stress, and intonation. Songs has a positive effect for vocabulary learning. Phisutthangkoon (2016) the music video provide the song's story which helps the students understand the words in context. Students also hear the words via the songs and figure out their meaning through the video's content. So, songs can help students to improve vocabulary. They learn vocabulary while listening to song and singing. When the students listen to their favorite song they motivated in learning vocabulary. Azri, Rashdi, and Kazazi (2015) as cited in Orlova (1992) stated that listening to song help students knowing words and meaning.

There are several advantages of using English song. First, According to Millington (2011) using English song in the classroom is the greatest benefit and it will make they be fun. Second, Lystianingsih (2017) stated that when the learners listen to English songs they will familiar with the unfamiliar vocabulary.

Third, Vinyets (2013) stated that the students can remembering word through lyrics reading.

According to Lynch (2018) and Devi (2009) there are some reasons use songs to improve vocabulary. The reasons are a lot of student likes song, song are memorable, songs include word repetition that helps to make language memorable, songs are natural and fun, a variety of new vocabulary can get through songs, and songs teaches the slang language or culture of current language.

Review of related studies

The first research was conducted by Ayuningtyas (2008). The place of conducted the study in SMKN 2 Depok Sleman Yogyakarta and it took place from July 2006 until May 2007. The participants in the study were the third-grade students of SMKN 2 Depok Sleman Yogyakarta. The instrument that the researcher used is an interview. From the interview, it showed that songs helped the learners in learn vocabulary. There are seventeen students believed that they were able to improve vocabulary through listening to songs. Four students assumed that it influenced in speaking. Then, three students agreed the improvement influenced their English skill.

The second research was conducted by Siskova (2009). The students are pupils of an elementary school in Kroměříž. The instrument is used in this study is a test and questionnaire. This method will be tested on three groups of students – the seventh, the eighth and the ninth graders. The results of student's test show,

the test proved to be ineffective in general. However, a more detailed analysis of these results revealed highly positive aspects of this method as well as some achievements. The method of teaching vocabulary through music led to excellent results when students were tested on the vocabulary of their favorite songs. Students who listed the particular song as their favorite reached for most songs an average mark 1. The average mark on two songs was higher than the average mark from tests on vocabulary learned through coursebook, while one of the two songs reached a number one in the student's chart. Based on these findings, it can be said that teaching vocabulary through music is highly effective if students like the song.

From that research, this research has some differences. Firstly, the place of this research was different from that research. Secondly, this research was taken at different time. Also, the numbers of participants were also different. This research used qualitative data while the second research used the quantitative data. Besides, these studies are similar with this research in trying to investigate using songs to learn vocabulary.

Conceptual Framework

There are two main ideas in this study. Firstly, the researcher wants to find out the students' reasons to learn vocabulary through listening to English songs. Secondly, the researcher wants to discover the students' strategies in listening English songs to learn vocabulary. To answer the research questions related to the students' reasons to learn vocabulary through listening to English songs, the

researcher applied the research findings from Faliyanti (2017), Lynch (2018) and Devi (2009), and Phisutthangkoon (2016). Those literatures are suitable for this study because they discussed the reasons of the students using English songs to learn vocabulary. To answer the second research questions related to the students' strategies in listening to English songs to learn vocabulary. The researcher used the literatures from Goh (2002; O'malley & Chamot, 1990; Vandergrift, 1997), and Cook as cited in Oxford (1990). The conceptual framework is presented on the following chart.

Figure 1. Conceptual framework

