

CHAPTER II

LITERATURE REVIEW

A. Students' Responses

1. Definition of Student Response

The response itself has meaning as an action to respond to what others are doing. According to Applebee (1989), students become better able to view materials as possible realities and understand them in terms of the world rather than the real world as they know it. Response in learning is important because it is a relationship with learning outcomes or learning objectives obtained by students. Clay & Breslow (2007), found that some conditions like difficult and boring material should be anticipated when a teacher wants to keep his or her subject running well. Students will give good responses when they face suitable materials with their capacities.

Teaching and learning processes inside or outside the classroom can increase student responses. According to Susilana & Riyana (2008), students' responses in the teaching and learning process can be seen by several clues, such as their expression in joining the class, comments or enthusiasm for something, difficulty degrees in understanding learning material, even how they listen in to teacher's explanation. Students' responses to English learning are related to several systematic components that affect the implementation of learning activities in school. These components include students, materials, teachers, methods, facilities and infrastructures, time, and place.

Learning response is critical since it has a direct influence on students' learning results. To achieve effective teaching, teachers must anticipate difficult and uninteresting content. Students respond better when they are presented with materials that are appropriate for their abilities. Student reactions may be increased through expressions, remarks, excitement, and difficulty levels in comprehending and listening to instructor explanations. Students' reactions to English learning are influenced by a variety of factors,

including students, resources, teachers, techniques, facilities, infrastructures, time, and location. As a result, teachers must anticipate these aspects to ensure successful learning activities.

The response is an answer especially one answer to the question or questionnaire or the opposite behavior, whether it is visible or outward or hidden or distorted. According to Effendy (2003), the response is divided into three namely:

- a. Cognitive response (Opinion), which is a response that is directly related to the mind or reasoning, so that the audience who do not know, who have not understood, and who is once confused to be clear.
- b. Affective response (feelings), that is, a response related to a feeling or that happens suddenly when there is a change in what is perceived by the audience, such as feelings of delight, or hate, and what is perceived by the audience.
- c. Conative response (behavior) which is a response that relates to intention, determination, effort, effort ort, which tends to be something of activity or action or behavior habits.

2. Types of Response

Students' responses to English learning were related to the several systematic components that affect the implementation of learning activities in school. According to Borich (2011), there are two types or kinds of responses in his book. Those responses are desired responses and undesired responses. Those types of responses also called positive responses and negative responses caused by their influence on the teaching and learning process.

a. Positive Response

A positive response means that the response is desired by the teacher since it can support the teaching and learning process.

b. Negative Response

A negative response means that the response is not desired by the teacher since the response can destroy the teaching and learning process or the response is not related to the teaching and learning process.

B. Use of English Song

1. Definition of Song

Songs are one type of listening activity that has broad potential. Music and songs are an important part of growing up and learning. In Maley (1987), they stated that songs provide many things that can strengthen students' memories such as voice, poetry, and melody. Meaning the track can be enhanced functionality in English Teaching (ELT). When a student listens to and memorizes a song engaged in class, the lyrics are ingrained in his long-term memory. Some of the important characteristics of songs are that they are fun and can keep students excited. Songs are an important aspect of culture, representing a country's history, folklore, and current idioms. Singing can build students' confidence by allowing them to enjoy a level of English fluency before they reach it in speaking.

A song is composed of lyrics and music, with the intent of the lyrics being to sing, a proportionate feeling or emotion concerning a particular matter. According to Hornby (2016), a song is a piece of music with words that are sung. The song will be valuable if it can be integrated with the language lesson. Songs can be pleasurable, memorable, and stimulating for the students.

Based on culture, there are 3 kinds of songs, they are:

a. Art Songs

Art songs are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniments such as an orchestra or string quartet, and are always notated. Generally, they have an identified author and composer, they require voice training for acceptable performance.

b. Folk Songs

Folk songs are songs of anonymous origin (public domain) that are transmitted orally. They are frequently a major aspect of national or cultural identity. Folk songs are also transmitted non-orally (that is, as sheet music), especially in the modern era. Folk songs exist in almost every culture.

c. Popular Songs

Modern popular songs are typically distributed as recordings and are played on the radio, TV, and other mass media that have audio capabilities. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations, and networks that play them, and ticket sales for concerts by the recording artists. A popular can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs are considered a more commercially popular genre of popular music.

2. The Positive Side of Using Songs

Students can strengthen their listening ability as one of the valuable tools to overcome their listening problems by using songs in the learning process, especially in listening sessions. songs also have the potential to motivate students. Today's popular songs are based on people's experiences. The songs have common topics, such as friendship, ideals, and love, which are all universal emotions. Since most young people today are involved in various forms of culture outside of school, songs can be a very stimulating and distinctive educational tool (Baoan, 2008; cited in Putri et al, 2018). Not only that, songs also have the power to make people happy. People can also listen to songs whenever and wherever they want until they feel comfortable with English and enjoy the experience.

Presenting songs in class can sometimes make learning English more fun and interesting. For example, Bruno Mars is an American artist who is often recognized as the best at expressing love through beautiful and

meaningful lyrics. According to (Vernon, 2006; cited in Xiao, 2013) English songs can boost students' confidence and enthusiasm in the classroom. If students are interested in the topic and lesson, they will probably enjoy listening.

3. Using Songs as a Learning Media

Using songs as a learning media in class is an activity that entertains students, can make students feel enjoy, and eliminates an uncomfortable atmosphere when learning language structures through songs. In addition, the positive relaxed atmosphere brought by the song makes it easier to solve problems in class. Especially, certain student emotions such as anxiety, and lack of confidence greatly affect learning. Songs also motivate students to provide a good atmosphere. Students are required to be involved and active in the learning process by utilizing their music. In this case, it turns out that songs are the most effective way to help students expand their confidence at the time of learning English.

Songs are an excellent 'tool' to help students' English learning process, more specifically songs are believed to be able to motivate students during English language learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning a language is nothing but learning different types of meaningful sounds. Songs have an important role in development and learning. Songs offer many key characteristics, including the ability to entertain and engage students." (Lestary, 2019). English songs can be a good way to teach listening skills in English. English songs are everywhere these days, especially in the media. English songs are widely available, and many young people love them. It will be very easy to find English songs, and many teenagers love them.

4. Listening Song

Learning methods or strategies involving songs can positively impact students' English skills, especially their listening skills. Harmer (2015) explained that teachers can choose which songs they like and which ones are suitable for their students. In other words, the use of songs in listening and learning is very beneficial for improving students' learning effects. In addition, the selected texts and songs must be clear and easy to understand for students to understand. Before the teaching process begins, the teacher determines the correct song selection to keep the students interested in learning. This way the students don't get bored and the teacher's expectations are optimally fulfilled.

The use of songs in teaching listening is very interesting and fun because it positively impacts students. Students are more interactive with song-listening strategies. The strategy of listening to songs here is not just role entertainment, but also an activity for students to take time to be more active in learning. Moreover, with the help of songs, students can better understand the message of the song more deeply and remember it for a long time.

C. Listening Skill

1. Definition Of Listening

Listening is the ability to decode and encode, aiming to listen back accurately, improve students' understanding of grammar, develop their vocabulary, and improve listening through songs. According to Vandergrift, (2004), listening is a more challenging language talent to master than the others. When some English words are mixed with other words, their pronunciation changes. In other words, there are at least three main purposes of listening activities: students can pronounce words fluently like native speakers on recordings; They have a good grasp of grammar; And finally, they have a lot of vocabulary.

Listening is one of the four major skills in language acquisition, and it plays a crucial role in learning. According to (Lukong, 2016; as cited in Solehudin, 2018) listening is an active activity in which the listener contributes significantly to the overall message that is subsequently shared between the listener and the speaker. Also, Yustahzah (2013) states listening is not a passive skill because it requires active engagement from the listener's comprehension. It means that listening is an essential aspect of communication because it is necessary for offering a substantive and meaningful response.

2. Types of Listening

Listening for the gist, for the main idea, and making inferences are all part of extensive listening. According to Brown (2000), some types of listening such as Intensive Listening for the perception of the components (Phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. *Secondly*, Responsive Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) to make an equally short response. *Third*, Selective Processing stretches of discourse such as short monologues for several minutes to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, grammatical categories, directions (in a mapping exercise), or certain facts and events. *Fourth*, Extensive Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

3. Kinds of Listening

Listening is an important skill in language, besides speaking, reading, and writing. According to Harmer (2015), expresses that listening is a

“receptive skill” where people obtain the main idea according to what they hear. It is more complex than merely hearing. According to Harmer (2015), there are two kinds of listening: extensive and intensive.

a. Extensive listening

This kind of listening is where the teacher motivates students by asking them to choose what they listen to and do it for pleasure in general language improvement. This type also can have a substantial effect on students’ language learning.

b. Intensive listening

Intensive listening or ‘Hearing clearly’ is also the prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult.

Knowing how to listen effectively permits students to extend the range of their contacts with the world and to increase their capabilities to experience, learn, apply, and enjoy. Listening skills cannot be improved unless listeners are capable of hearing what they are expected to hear. Four things especially may stand in their way: (1) impaired hearing, (2) a poor listening environment, (3) poor or improperly adjusted equipment, and (4) defective sound sources.

4. The Process of Listening

Listening is an activity that is a process. According to Tarigan (1986), there are several stages in the process of listening as follows:

- a. Hearing stage; in this stage, the listener will hear anything that is conveyed by the speaker called hearing.
- b. Comprehending stage; in this stage, the listener will understand or comprehend well what the speaker says.
- c. Interpreting stage; in this stage, the listener wants to interpret carefully what is conveyed.
- d. Evaluating stage; in this stage, the listener will evaluate the opinion or ideas which is conveyed by the speaker.

- e. Responding stage; in this stage, the listener will accept all ideas and opinions orally and then start responding to what the listener listens to.

D. Previous Study

This study contains several previous studies that have characteristics similar to that study. These similarities can be in the form of research subjects, variables, and types of research. Previous research which became a reference in writing this research is as follows;

The first research by Nurfadilla and Kursin (2022), this study was entitled "EFL Students' Responses Towards The Use Of English Trend Songs In Listening Classroom". This study aims to determine student responses in learning listening through songs. This study used qualitative research to find data with a case study model. 16 participants of this research are in the same university with different majors. Data were collected through a questionnaire. The results show that the use of songs in the listening class gets a positive response. They felt it introduced a unique learning environment, one that was more relaxed and pleasurable. Students were additionally motivated by English songs during the teaching and learning process.

The second research by Sisidianty and Anifah (2018), discusses "Students' Response on The Use of Song in Teaching Listening to The First Semester Students of Senior High School in Cililin". The study results are that the student's response to learning to listen to English using music is good and very memorable. This study used qualitative research which involved one class of students as a subject. The instruments were an observation sheet and an interview. Data analysis shows that the result of the observation and interview done before presented a positiveness of the student's improvement. They enjoyed learning listening using song and they felt so happy to join the learning process.

The third study by Hadian (2015), this study is entitled The Use of Song Lyrics in Teaching Listening (A Case Study in Grade 8 Junior High School in Bandung) which aims to investigate students' responses to the use of song

lyrics in teaching listening, and the challenges faced by teachers and students in using song lyrics in listening classes. This study uses qualitative methods with a case study in one of the junior high schools in Bandung. Data were obtained through classroom observation and questionnaires. Data from classroom observations were obtained from video recordings, student checklists, and teacher field notes during the teaching program. The findings of this study show the use of song lyrics as an effective technique for teaching listening. Significantly, it was seen that the students enjoyed their listening activities. As a result, they responded positively and enthusiastically to the lessons and easily engaged in the whole learning process.