

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Habits of Listening to Songs

2.1.1 Definition of Habits

A habit is a developmental process that takes time to complete; it cannot be formed quickly. In addition to time, the factor of desire and desire and motivation must be present, both own initiative and the environment. Witherington in Purnamasari (2013: 8) defines a habit as a learned behavior that is consistent, regular, and mostly automatic. Tampubolon in Purnamasari (2013: 8) indicates that a physical or mental behavior or attitude becomes ingrained in a person.

According to this opinion, it is possible to conclude that a habit is a process of repeating the same behavior by someone over a relatively lengthy period of time.

2.1.2 Definition of Listening

The terms listening and hearing seem to have the same meaning, but the two words have differences. During a hearing, an individual may not understand what has been heard. Meanwhile, listening focuses more on a person's focus on capturing the message from the sound that is heard. According to Rusell in Laia (2020: 5), Listening means hearing with full understanding and appreciation.

The followings are some of the purposes of listening according to Hijriyah (2016: 4):

- a. Listen to learn what the person means so they can glean information from what the speaker is saying.

- b. Listening for appreciation is where listeners can enjoy and appreciate what they hear, for example reading news, poetry, music, songs, dialogues, panels, and debates.
- c. Listening to communicate thoughts, is when listeners can smoothly and accurately communicate ideas, thoughts, and feelings to others.
- d. Distinguishing sounds by listening means that he can distinguish sounds correctly; which sound differentiates meaning (distinctive), and which sound does not differentiate meaning.

Here are several listening indicators according to Suhartin in Amar (2014);

1) Motivation.

Motivation needs to be aroused in order to read and listen well. By repeatedly reading and listening there will be understanding, after understanding will arise practice.

2) Attention or interested.

Attention or interested is the concentration of the soul on something. If listening requires attention, it also requires concentration. If concentration of the soul is absent, then the message heard and read is not captured.

3) Physical activeness.

In a strong body there is a healthy soul, meaning that if a person's body is sick then interest in reading and listening is lost or reduced, for example toothache. So that physical health affects activeness in listening.

4) Repetition.

The more someone listens repeatedly, the message heard will enter the memory more.

Gfeller et. al in Kurniati (2017:230) decide one of five listening time categories each week; 0 to 2 hours (very short), 3 to 5 hours (short), 6 to 8 hours (moderate), 9 hours (long), or more than 9 hours (very long) to indicate how much they listen to each week.

It is seen from some of the definitions and purposes of listening, then listening can be interpreted as listening with a focus order to obtain information as clearly as possible so that an individual can provide an appropriate response to that information.

2.1.3 Types of Listening

Several Types of Listening according to Sutari in Hijriah (2016: 5) are as follows:

1) Extensive Listening

Extensive listening is concerned with listening to general matters and does not require teacher guidance. Common sources of extensive viewing are radio, television, and other broadcasts.

2) Intensive Listening

Intensive listening is listening activities that are more directed or controlled, briefing in this case as a teaching program.

3) Social Listening

Social listening is listening politely and attentively to the interlocutor in social situations.

4) Secondary Listening

Secondary listening is incidental listening. It usually occurs when we suddenly hear the voices of our family members joking around in the living room, the sound of the radio, television, or other sounds that are around where we live.

5) Aesthetic Listening

Aesthetic listening or appreciation listening is still included in the stages of secondary listening and extensive listening. Usually such as listening to music, poetry, drama on the radio, and listening to storytelling.

6) Critical Listening

Critical listening is listening critically to obtain the truth by observing the deficiencies in what is listened to.

7) Concentrative Listening

Concentrative listening is listening by paying attention to the terms and paying attention to the sequence of thoughts, important facts, and causes and effects.

8) Creative Listening

Creative listening is listening that leads to imaginative designs or reconstructions of sound, visual or visual, movement, and kinesthetic sensations produced by what is heard.

9) Interrogative Listening

Interrogative listening is a type of intensive listening that requires more concentration and choice, focus and choice because the listener has to ask questions.

10) Exploratory Listening

Exploratory listening is a type of intensive listening that aims to discover new things that will attract attention and provide more information about the topic, and be a little shorter.

11) Passive Listening

Passive listening is listening passively is listening without conscious effort. An example of passive listening is indigenous peoples who do not master foreign languages at school.

2.1.4 Listening Material

Listening activity is a fairly complex activity because it is very dependent on various supporting elements. Audio material is the most important element of oral communication, especially when listening. Listening material can be in the form of concepts, ideas, or information. According to Hijriyah (2016: 147), listening material is material that use to listen in the form of radio and television news, music, poetry, poetry, song lyrics, short stories, novel summaries, and conversation as well as other language and literary skills.

2.1.5 Songs

One of human entertainment is a song. Besides being able to make people who listen to it feel happy, happier, and also calmer, songs can also overcome boredom and stress from the environment such as noise. A study conducted by Saloma in Christopher and Irawaty (2021:52-56) shows that songs not only reduce anxiety but can also affect intelligence and memory and relax the body. Kristyana & Suharto in Perwitasari (2020) "The song is a written language which can be formed as a spoken language by adding music and tone in it". Songs

should be accompanied by music and sheet music to enhance the words so they can be sung and heard. The song is taken from a written work heard accompanied by music. Songs can provide linguistic resources that are unconsciously stored in brain memory. Like true song material, it encourages the listener to imitate the lyrics in whole, in whole, or in part.

Using songs in language learning has several advantages. Songs can motivate students to practice English. Furthermore, listening to English songs will assist students in more easily supporting words and meanings because it allows for the creation of songs with pictures and motions. Songs can also elicit beneficial emotional responses to language learning. Setia et al., in Wulandari et al., (2018: 1) state that Songs are social interactive media, and applying them not only aids comprehension but also stimulates and improves students' interest, enjoyment, and participation in learning. Like the song *Glimpse of Us* sung by Joji and *Easy on Me* by Adele which has gone viral on Tik Tok recently. Pop genre songs like these songs are more often viral on social media where teenagers and young adults often listen because they are active social media users.

2.1.6 Definition of Habits of Listening to Songs

Since listening is one of the skills that must be learned, having good listening skills is extremely important when learning English. There are many resources such as videos, films and songs to improve students' listening skills. Song as a media to enhance listening because they are simple to obtain and may train our ears to listen, songs can be a

way to improve listening. One way to improve listening skills is listen to English songs (Millington in Mariana, 2021:3). Listening to songs English can improve the listening skills. When someone hears an English song, their ears are subconsciously used to hearing it, so they listen to it in class. Listening habits are activities that are usually done anywhere by a person regularly or repeatedly. (Kurniati, 2017: 30).

So, it can be concluded that the habit of listening to songs involves listening intently and repeatedly to the language of speech while also adding music and tones in order to comprehend what is being said.

2.2 Vocabulary Mastery

2.1.1 Definition of Vocabulary

The definition of vocabulary is the set of words used in a language, including single words, phrases, and groups of words that together have a single meaning (Clouston 2013:2). Wilkins (1972) in Clouston (2013:2) writes that “Without vocabulary, nothing can be said; without grammar, very little can be said.”. This opinion is in line with Tarigan in Susanto (2017:12) who argues that a person's language abilities are determined by the quantity and quality of his or her vocabulary. The greater our vocabulary, the more likely it is that we will speak. Students' success in life is also determined by the quantity and quality of their vocabulary.

The researcher came to the conclusion that vocabulary is an important aspect of English that people need to know if they want to talk

because speaking entails incorporating vocabulary into a sentence based on what the experts had to say.

2.2.2 Vocabulary Mastery

Vocabulary is the knowledge of, ability with, and application of the words used in language. A person has to develop their vocabulary in order to comprehend and express their thoughts and feelings in a variety of contexts. Tarigan in Firman A.D (2019:127) argues that the variety and quantity of a person's vocabulary determine the quality of his language abilities. The more vocab we have, the more likely it is that we will communicate. According to Nurgiyantoro in Kurniawati and Karsana (2020: 387), vocabulary mastery can be divided into receptive and productive mastery, namely. ability to understand and use vocabulary. Reading and listening require comprehension skills while writing and speaking require the ability to use vocabulary.

This explanation leads to the conclusion that vocabulary mastery is essential for engaging in speech-based communication. Vocabulary mastery is divided into two parts, namely receptive and productive vocabulary mastery. Productive vocabulary is being able to use vocabulary in discourse to express his thoughts in writing.

According to Yudiono in Siswati (2012: 17), the factors that affect a person's language mastery are background knowledge or discipline, age, level of education, and references.

In line with Keraf in Siswati (2012: 17) that the more mature a person is, the more things are known. A person's knowledge can increase with age. Roekhan in Siswati (2012: 17) states that the more you read,

the more vocabulary you master. Many or few references also affect a person's vocabulary mastery.

2.2.3 Vocabulary Assessment

According to Clouston (2013:3), there are the three components of vocabulary knowledge that is form, meaning, and utility. Most vocabulary learning is done through reading. Some vocabulary tests are such as multiple-choice techniques, matchmaking, image recognition, cloze techniques, guessing the meaning of words in context, etc. According to Brown (2004:229), The main authentic technique that can be used in vocabulary judgment is to use words in sentences. Read in Brown (2004:229) also suggests several different ways to assess basic knowledge of the meaning of words, possible collocations, and derived morphological forms. The example focuses on the word interpret. The vocabulary test in the above tasks focuses on the form, but the procedure is creatively related to the target word, its collocation, and its morphological variants.

2.3 Review of Some Previous Studies

Some of the studies that have been conducted that are important to this research are the study by Prakasita Perwitasari in 2020 entitled “The application of songs as a medium for learning English in students of Semesta Bilingual Kindergarten School Semarang”. This research showed the results that the application of songs was quite effective for English learning, such as vocabulary recognition and pronunciation of simple sentences. These results showed that songs could be an effective medium for practicing English skills. Another study

conducted by Niousha Maneshi in 2017 entitled “Incidental Vocabulary Learning through Listening to Songs” showed results that While variations in findings for the connection of the meaning of forms and the introduction of collocation could be affected to a lesser extent, listening to songs repeatedly whose frequency of exposure ranged from 3 to 18 had a positive impact on learning various aspects of vocabulary items.

Further research conducted by Mariana, Ahmad Laut Hasibuan, and Risnawaty in 2021 entitled “Improving Students' Vocabulary Through English Song” showed an increase in students' achievement on vocabulary ability from the average score was 67.43 become 85.

From some of the descriptions above that come from research journals, researcher saw any significant correlation between the habit of listening to songs and vocabulary mastery. Therefore, the researcher used it to conduct the study entitled The Correlation Between Students Habit of Listening to English Songs and Vocabulary Mastery in Vocabulary Class at Wijaya Kusuma Surabaya University.

2.4 Theoretical Framework

Communication needs language skills and is divided into four components: speaking, reading, writing, and listening. Learners of English must also be able to apply vocabulary as part of their communication support duties. Vocabulary is required by every language used as a tool to convey ideas and convey necessary information through oral and written communication. The better a person's vocabulary, the better his ability to choose words when speaking or writing. And vice versa, if a person does not have a mastery of

vocabulary, he will have a hard time choosing the right words when speaking or writing. English vocabulary mastery is obtained through learning and practice rather than spontaneously. One strategy is to develop a habit of listening to English songs.

Based on the theories and justifications provided, the researcher wants to know the correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University in the 2022-2023 academic year.

The theoretical framework of the research pattern can be described as follows;

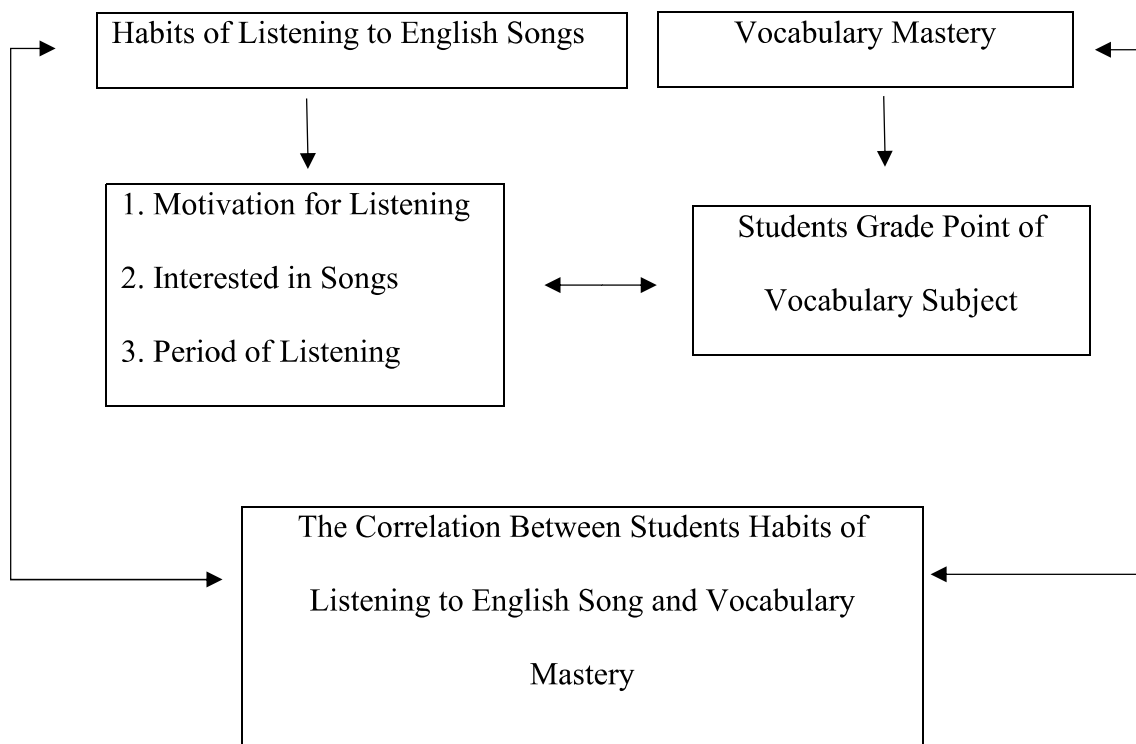


Table 2. 1 Table of theoretical framework

2.5 Hypothesis

A research hypothesis, which is the initial answer to the research topic, can be produced based on the research and theoretical framework, as shown below.

H₀: There is no significant correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University.

H_a: There is a significant correlation between students' habit of listening to English songs and vocabulary mastery in vocabulary class at Wijaya Kusuma Surabaya University.