

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses information related to previous research, researchers also discuss explanations and some theories related to variables in this study.

A. Theoretical Description

1. English Learning Motivation

Motivation in learning English is very important for both students and teachers to have because motivation is related to the learning process. Motivation is one of the factors that determine the progress of the process of learning a second language or foreign language. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge.

a) Definition of Motivation

Motivation is a support that arises in ourselves to do something better, with some supporting indicators. These indicators include the desire to achieve success. It is known that motivation can make a greater impulse in one's attraction to learning especially English learning.¹¹

Learning motivation is an internal and external impulse that exists in students to do some supporting elements, namely a desire to learn and produce maximum results, encouragement, learning needs, hopes and ideals, and a conducive learning environment are also important indicators in learning motivation.

Ellis stated as quoted by Nurlaily argues that individuals who are motivated to learn foreign languages faster at a higher level.¹² The importance of motivation in learning is to make students master the learning material.

¹¹ Chunmei Long, Zhu Ming & Liping Chen, *The Study of Student Motivation on English Learning in Junior Middle School (A Case Study of No.5 Middle School in Geju)*, 2013, English Language Teaching; Vol. 6, No. 9

¹² Nurlaily, "THE CORRELATION BETWEEN MOTIVATION AND VOCABULARY MASTERY TO OMBAK SUNSET HOTEL EMPLOYEES' SPEAKING SKILL IN GILI TRAWANGAN," *The Indonesian Journal of Language and Teaching* 2, no. 2 (2017).

Many researchers believe that motivation is one of the factors that determine progress in the English learning process.

It can be concluded that motivation is the encouragement of a person to achieve a goal with several supporting indicators. Motivation can improve English learning even though it takes a long time to learn.

b) Kinds of Motivations

There are 2 types of motivation according to Harmer, namely extrinsic motivation and intrinsic motivation:

a. Extrinsic Motivation

The word extrinsic comes from the word outside, while extrinsic motivation is a motivation formed from outside oneself or the environment, for example, a desire to acquire something. Extrinsic motivation can be influenced by some external factors or motivations that arise due to influences from outside oneself.

Extrinsic motivation is a standing invitation to students to adopt a surface approach.¹³

The students focus on their performance and the value or the importance that they attach to the outcome. Extrinsic motivation is a characterized as the motivation to engage in an activity as a means to an end.¹⁴

b. Intrinsic Motivation

The word intrinsic comes from the word in, while intrinsic motivation is a behavior motivated by desires from within oneself. This intrinsic motivational behavior is a desire that arises due to one's power. For example, a student reads a book, because he wants to know the story of a character, not because of a learning demand.

Learning motivation occurs due to teaching preparation actions, several factors affect motivation, namely: student ideas, student abilities and capabilities, student conditions, environment, aspects of dynamics in the teaching and learning

¹³ Biggs, 2002:61

¹⁴ Paul eggen & Kauchak Don, 2005:349

process, and the role of teachers in teaching. The attitude of several people can affect the motivation of students in learning English.

2. Listening Comprehension

a). Definition of Listening Comprehension

Listening is the ability to understand the meaning of words, phrases, clauses, sentences, and related discourses in listening. Listening also involves observing and understanding what is being said.¹⁵ This listening process requires skill competence based on students' knowledge of what they hear to form an opinion. Listening is a process to listen and understand what they are saying. This process relates to the speaker's native accent, grammar, and language meaning.

From some of these listening understandings, in listening learning, students must master vocabulary from native speakers. Listening skills are closely related to vocabulary and pronunciation, so students can understand what native speakers are saying. Listening is one of the most important skills in daily activities as well as in the learning process, especially in English language learning.

One of the media that is quite effective in quickly mastering English is that we often get used to and like English songs. We can also sing the song to practice pronunciation. In addition to us being happy with the song, we have also indirectly honed our listening and speaking. So that our understanding of English improves.¹⁶

The general aim of listening is obviously to understand a message. Effective listening requires the ability to coordinate and recall what is conveyed because the listener needs to comprehend the message or news as it is presented. To acquire sense, listen the requires giving conscious attention to the sounds. Adequate attention, or focus, must be provided to the message to

¹⁵ Vidya, Mandarani, "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up." *PEDAGIGIA: Jurnal Pendidikan* 5.2 (2016): 189-196

¹⁶ Nurul, Hikma Sari, 2016, *Meningkatkan Kemampuan Siswa dalam Berbicara Bahasa Inggris*, Universitas Muhammadiyah Makassar

supersede be heard and all other conflicting sounds. The main idea is an understanding that involves the message's accuracy and leads to vocabulary recognition. Comprehension of more details leads to more specific information: this comprehension can be done independently, unlike comprehension of the main idea. However, when the listener knows directly what information is being heard. Full comprehension, which is the goal of listening instruction, involves comprehension of the whole message, main ideas, and details.

b). Kinds of Listening

There are several types to learn listening skills, namely:

- a. Intensive, in this case, more emphasis is placed on phonology, syntax, and lexis. Students should control the native speed of the speaker and concentrate on understanding the intonation, grammatical structure, as well as other components of the spoken language.
- b. Selective, the listening process must focus on the core of the conversation which is a specific goal. Students can sort out the essence or important knowledge contained in the native speaker's speech.
- c. Interactive, emphasizing students to be more active. Students can practice pronouncing the vocabulary heard by communicating directly with others to gain knowledge.
- d. Extensive, listening repetitively and continuously until finding a vocabulary that fits. Students can listen to the English Islamic song over and over again.
- e. Responsive, this type of listening refers to a significant proportion of the listening process. Students can understand short language to make responses such as classifying or asking questions.

c). Example of Listening Activities

There are several types of listening, here are examples of listening forms that students can use to improve their listening skills:

- a. Active listening

Active listening is the art of listening to meaning, the process of listening to English Islamic songs played over and over again causes a response to capturing a new language, from which students get to know the new vocabulary. Active listening

focuses attention on the speaker to provide verbal or non-verbal feedback by asking questions or paraphrasing the speaker's native speech.

b. Evaluative critical listening

Critical listening is also known as evaluative listening, which aims to evaluate messages with logic while analyzing the various arguments given by native speakers.

c. Content Listening

This type of listening involves understanding the native speaker to identify the main points of the native speaker to get a conclusion. In addition, it understands the various sounds and tones of native speakers. However, some factors such as phonology, vocabulary, grammar, general discourse, and informational discourse also need to be considered.

To implement content listening effectively, it is necessary to identify the main idea or important summary of the native speaker. In addition, it is also necessary to ask questions for classification if the message conveyed by the native speaker is incomprehensible.

d). Processes of Listening

In applying the listening comprehension learning proses in the classroom, be divided into three activities, namely:

1. Pre-Listening

Pre-listening activities serve as preparation before starting the English Islamic song. Educators can explain the topic or purpose of learning so that students can be motivated and ready to carry out learning.

2. During Listening

During the listening process, students need to understand the implications of the speed of capturing important vocabulary in the listening process. The ability to remember and clearly understand vocabulary is very important to be able to understand the meaning. To make it easier for students in the listening process, they can use the gap rate as an effort to actively respond to messages.

3. After Listening

Students need to clarify meaning and expand their thinking based on the understanding of native speakers. This activity is almost the same as the previous activity, examples of this activity, namely:

- a. To begin with, students ask a few questions to clarify their understanding and some assumptions.
- b. Students can summarize native speaker talks, either orally or in writing for review and add information that was not recorded during the listening process.
- c. Students can analyze and critically evaluate what is heard.

3. English Islamic Song

a). Definition of song

Sunarko in Sila Widhyatama argues that music is an appreciation of the human heart which is expressed in the form of regular sounds with melodies or rhythms and has beautiful harmony.¹⁷ It can be said that music is a universal art that involves the use of sound accompanied by appropriate tones and rhythms. Another opinion says that music is a picture or reflection of people's lives expressed through sound and language.

Lidya Ndaru Kristina through a journal entitled "To Speak For Early Childhood" stated that songs are written languages that can be formed into spoken language by adding notes in them to embellish the lyrics.¹⁸ A song is a text derived from a written work then played and accompanied by music without changing the actual meaning of the song.

Students' ability to speak English is greatly influenced by the amount of vocabulary they have because in communicating we need a lot of vocabulary

¹⁷ Sila Widhyatama, *Pola Imbal Gamelan Bali dalam Kelompok Musik Perkusi Cooperland di Kota Semarang*, <http://journal.unnes.ac.id/sju/index.php/jsm>, 2012.

¹⁸ Lidya Ndaru Kristiyana, *Singing As Strategy to Enhance The Ability to Speak for Early Childhood*, *Harmonia: Journal of Arts Research and Education* 14(2), 2014.

arranged into a sentence.¹⁹ Unconsciously, songs are capable of becoming speech devices stored in brain memory. This makes the learning process less rigid and creates a more conducive learning atmosphere. In addition, English Islamic song is a flexible medium as a topic and targeted language competence, because it can multiply vocabulary through the repetition of words and song lyrics.

b). Types of song

Based on their length and tempo, songs are divided into five categories:

1. All songs, this song can be used for all activities both formal and non-formal, both children and adults.
2. Short and slow songs, usually songs that are relaxing and do not require much energy.
3. A storytelling song, is a song that contains a storyline or has a chronological order starting from the beginning of the song, the middle of the song, to the end of the song which is the conclusion of the song.
4. A long song, a song that has a fairly long duration of around four minutes or even more, usually has a very fast tempo.
5. A fast song or a short song is a song that has no repetition of lyrics, and usually has a very short duration and a fast tempo.²⁰

Various types of songs can be used as needed in learning, songs are divided into three types, namely:

1. A folk song

A song that comes from a region that is transmitted orally. The song is a major aspect of national or cultural identity. Indonesia has many folk songs from various tribes and cultures such as *Gundul-Gundul Pacul* songs from Central Java, *Cingcakeuling* songs from West Java, *Yamko Rambe Yamko* songs from Papua.

¹⁹ Andi Mukarramah Nagauleng, *Meningkatkan Kemampuan Siswa dalam Berbahasa Inggris dengan Menggunakan Lagu-Lagu Berbahasa Inggris*, Jurnal Kependidikan, Vol 7, No.2, 2015.

²⁰ Inayatun Khasanah, *Developing Student's listening Comprehension Ability Through the English Song at Second Grade of MTS Matholibul Ulum Lebak*, 2022.

2. Popular songs are known as pop songs for short
Songs that are currently popular or commercially popular music genres. Each country has popular songs sung by popular singers, for example, in Indonesia, namely, the song *Mesin Waktu (Budi Doremi)*, the song *Asmalibrasi (Sogi Bornean)*, *Sisa Rasa (Mahalini)*.²¹
3. Religious song

Is an Islamic song that contains religious values with the aim of proselytizing. Usually, Islamic songs such as sholawat nabi are accompanied by musical instruments such as darbuka, but now there are many Islamic songs accompanied by musical instruments such as gambus, campursari, etc. Islamic music can also be applied in English language learning because using Islamic music has proven effective in increasing students' understanding and motivation for learning, as well as supporting the classroom atmosphere.²² As in this discussion, the author uses Islamic song media as a motivation for students in learning English.

From the above, researchers can explain that song and music are very related and are a single entity. However, not all types of songs can be used as a source of learning, such as songs whose music is too dominant, songs that contain a lot of figurative languages, and metaphors, or contain slank language are not suitable to be used as learning media.²³

c). The Function of Song

Songs have many functions in human life, especially music itself. From various social functions, education, health, and so on. A song can create a spirit to instill an attitude or value through the lyrics of the song,

²¹ Lailul Mubarak, *Use of English Phrasal Verb in Song Lyrics Using a Corpus Investigation of Lewis Capaldi's Album*, Semarang, 2021, <https://eprints.walisongo.ac.id/6589/8/APPENDIX.pdf>

²² Moh., Nawawi., Ivan, & Rohmani Nur Indah, *Music and Seventh Grader's Listening Proficiency: Does Islamic Song Work?*, *Journal of English Language and Education* 6(2) 2021 <http://doi.org/10.31004/jele.v6i2.153>

²³ Lailul Mubarak, *Use of English Phrasal Verb in Song Lyrics Using a Corpus Investigation of Lewis Capaldi's Album*, Semarang, 2021, <https://eprints.walisongo.ac.id/6589/8/APPENDIX.pdf>

which can then be conveyed and felt by the listener. Many people love songs and assume that songs can express someone's feelings.

Songs are cognitive resources, which help a person's memory in English learning. This is because the lyrics of the song are repetitive and accompanied by notes that relax the listener. In addition, songs can also motivate students during the learning process.

Moreover song is a good tool that can be used in lesson, because song can provide relax learning and it can makes the learning process be more fun for students. By learning listening throught song, it can make students easier in remembering new vocabulary. Practice listening through song can make the learning process more interesting. With this, students will be more motivated to practicing their listening without any pressure.

Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve effectivity of learning. Music is choosen and determind in proper way to help students in acquiring and mastering material easily. It was said to produce alpha state in which the mind was relaxated and meditative but remained receptive.

4. Teaching Listening Using English Islamic Song

Music has physiological and pedagogical benefits in learning. The physiological benefits of music are that it lowers anxiety and relieves tension, which relaxes students in learning. A song is a musical composition derived from a human voice usually accompanied by other musical instruments with certain lyrics. Song lyrics usually sound poetic and rhyming although they also sometimes contain moral messages.²⁴

Songs are an excellent tool to help students to learn English, especially, songs are believed can motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds. Studying various types of meaningful sounds. Songs can also make the class more exciting and lively. When children like the song taught by the

²⁴ Agung Prasetya, *The Effectiveness of Using English Songs on Student's Listening Ability*, Jakarta, 2017

teacher, they will be happy and enthusiastic to engage in activities instructed by the teacher.

Songs lead the students learning subconsciously by using songs, the advantages for teacher are that they can make classroom learning more exciting, develop students' interest in learning English, and improve the learning atmosphere in the class that is more able to concentrate. From technological aspect, beside songs can help teachers to motivate students in learning process, songs also can be a learning tool that can provide new colors and new methods of learning in the classroom.

Music or songs can be used in English learning, songs can create a pleasant atmosphere in the classroom, to motivate students to be more active in the English learning process. When students listen to a song, they identify the lyrics and try to listen to the words so that students can understand the meaning of the song. Here are the advantages of using Islamic songs in English language learning:

- a) Islamic songs can make students feel more relaxed before and after carrying out learning.
- b) Listening to the rhythm of Islamic songs can increase students' enthusiasm for learning.
- c) Students can be motivated in improving new vocabulary by listening to Islamic songs.
- d) Listening to Islamic songs makes it easier for students to memorize because the lyrics of the song are repetitive.

B. Review of Previous Study

Previous research is one of the basic references in researching because previous research has the function of expanding and deepening the theory that be used in research before conducting research, several researchers have conducted similar research. That is:

The first research was done by Sutini Lailatuzzakiya, Nila Sari, and Jihan Nailal Hana. The title "Exploring Students Learning Strategy: Will Listening to English Song Enhance Skill?", aims for this research to find out the relationship between English song listening habits and students' speaking skills by using correlation studies which are a type of quantitative research. The data was taken from questionnaires and English score documents and involved 30 participants who were third-semester students majoring in English language education. The

results of this study showed that there was no relationship between the habit of listening to English songs and the speaking skills of students. The similarity between the research study and this research because it raises the same variable, namely about English songs, but research from Sutini Lailatuzzakiya et al, examines the relationship between English song listening habits and speaking skills, while this study examines the effectiveness of using English Islamic song on student motivation in listening comprehension.²⁵

The second research was by Rusmiati and Siti Rahma Dewi. The title "Teaching Listening By Using English Pop Song", this research aims to find the problems that students face in the listening process, in addition to knowing the improvement of the student's listening process. In looking for data and information in the field, the author conducted research at SMP Negeri 17 Banda Aceh.²⁶ The number of respondents in the study was about 28 students who were grade 2 students. The result of listening and learning using English pop songs is effective and can increase student motivation in listening. The similarity between the research study and this research is the method used using English songs in the English learning process. However, the research of Rusmiati and Siti Rahma Dewi focused on the problems experienced by students in listening and learning through a song, this research can provide a reference topic about students' perceptions of song use.

Third research by Sri Ariani and Khairi Iswandi. The title is "The Use Of English Pop Song To Enhance Student's Listening Ability", this research aims to know the use of English pop songs as an effort to improve the listening skills of grade 1 students of SMAN 10 Mataram in 2020/2021. The subjects in Sri Ariani and Khairi Iswandi's research were grade 1 students of SMAN 10 Mataram totaling 25 students.²⁷ Researchers concluded that students' listening scores were higher after using English pop

²⁵ Sutini Lailatuzzakiya, Nila Sari, Jihan Nailal Hana. "Exploring Students' Learning Strategy: Will Listening to English Song Enhance Speaking Skill?", *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*, Atlantis Press, (V ol.434,2020)p.122

²⁶ Rusmiati, & Siti., Rahma, Dewi, *Teaching Listening by Using English Pop Song. 2015, Getsempena English Education Journal*,2(1)

²⁷ S., Ariani, & K., Iswandi, *The Use of English Pop Song to Enhance Students' Listening Ability. Jo=ELT, 2020, (Journal of English Language Teaching)*

songs as a learning medium, which means that the use of English pop songs is significant to improve students' listening ability. The similarity between the research study and this research is in the type of English language skills and learning media studied, but there are differences in the subject, time setting, and place of research.

Three previous studies have some similarities and differences. The similarities found in previous studies are listening skills using songs which are a type of English language skills and the learning media studied. Meanwhile, the differences are found in the subject setting of time and place, and the methods used in the research. The existence of these differences led to different research results as well.

C. Theoretical Framework

Education in schools aims to educate students and form a good and superior character to understand the material presented by the teacher. Therefore, the application of knowledge to the provision of the future in the face of an era that continues to develop is very important. To deal with this, efforts need to be made to learn science both from within the country and abroad.

Listening is one of the most important skills in English language learning. As a receptive skill, listening is an important part of communication as well as a basis for learning English. According to David Nunan, listening is the process of breaking the sound heard from one phoneme into a whole text.²⁸ To get new vocabulary we can listen to songs and watch movies in English. So to be able to understand the material to be studied widely, it is necessary to understand the language that is often used in various countries such as English.

Language is a communication tool in the form of voice and writing used by certain people in various countries. A person finds it easier to convey something thought using Language. However, in Indonesia, many students have difficulty learning a language, especially English, because in Indonesia English is not a mother tongue, but includes a second language, so it makes students less enthusiastic and unmotivated in learning English. As its student's experience, they experience learning difficulties

²⁸ David, Nunan, *Partical English Language and Speaking from Theory to Practice*, available on: www.finchpark.com/courses/tkt/Unit_07. In Richards-Teaching-Listening-Speaking.pdf.

caused by several factors, namely: 1. English is rarely used in everyday life, 2. Vocab heard is different from writing or meaning, 3. Has many patterns and grammar, 4. Lack of confidence when speaking in English.

Various problems experienced by MTS students in the English learning process, especially the listening comprehension above, are of course also influenced by two factors, namely internal factors, and external factors. Internal factors usually come from oneself, while external factors come from family, school, and the surrounding environment. However, some of these factors can be overcome with various solutions to make it easier for teachers to deliver the material taught.

D. Hypothesis

Based on the theoretical framework above, the hypothesis of the study is formulated as follows:

H_0 = There was no significant influence on the use of Islamic songs for student motivation in listening learning in experimental classes and who were taught without using Islamic songs in the control class.

H_a = There was a significant influence on the use of Islamic songs for student motivation in listening learning in experimental classes and which was taught without using Islamic songs in the control class.