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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Interest in listening English song

a. The Nature of Interest

Interest is individual's tendency to deal with something in their environment. If it gives something good to them, possible, they will interest to it. Harackiewicz & Hulleman (2010, p. 42) describes that interest as being engaged, engrossed, or entirely taken up with an activity, object, or topic. In other words, interest is self-sustaining motive that leads people to engage with certain activity, object, or topic for their own sake. In relation with that statement, Hidi, Renninger, & Krapp (2004, p. 99) define that interest as any activity (action, thought, observation) in which one gives effortless automatic attention.

Interest is very important in learning process. Someone who has interest in certain activity will pay more attention to that activity with the feeling of happiness. Lai in Lee (2011, p. 142) defines that interest in learning as personal preferences with regard to learning, which sometimes means what an individual chooses one thing rather than other things and sometimes a positive psychological state occurs during his/her interaction with the circumstances that engenders further learning motives. In short, someone can be said

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interested in an object if he has attention, pleasure, and will to learn the object without any force. As Saswandi (2014, p. 38), interests are closely related with attention. Interest is something that is shown by the students to participate and learn.

Furthermore, Mega (2015, p. 7) defines interest is student's tendency to like, pay attention and do activity with pleasure, attention, positive attitude, and fulfillment when following the activity that has relation to English. It means interest is tendency of mood's someone to do something without forcing. Someone will be known his or her interest if there is tendency to be interested to an object whether he or she is happy or unhappy. According to Skinner (1984, p. 337), interest is as preoccupation, objectives, likes and dislike, and motives. It can be said that interest is source of motivation which drives people to do what they want to do when they are free to choose. Interest is very important in listening process. Someone who has interest in certain activity will pay more attention to that activity with the feeling of happiness.

Interest is very important part in learning. According to Harackiewicz & Hulleman (2010, p. 43), interest is often regarded as a process that contributes to learning and achievement. That is, being interested in an activity or a topic is a mental resource that enhances learning, which then leads to the better performance and achievement. The stronger the students' interest is, the more passion

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they have in learning. Students who are interested in an activity or a topic are more likely to engage and persist, which is lead to the acquisition of new skills and knowledge. As a consequence, those high-interest students are able to construct deeper understanding of the skill or subject that they are studying.

Based on the various explanations above, the researcher concluded that interest is a motive that drives a person to do what he/she likes, to choose what he/ she attracts, and to reach what he/she expects that always involves pleasure, attention, and Interest concern with someone positive attitude toward something or an activity that is followed by his effort to know, to learn, and to do such activity intensively. Interest is something inside of people that support them to do some activities that they like.

b. Types of Interest

Furthermore, according to Hidi & Harackiewicz (2000, p. 152) the literature on interests distinguishes between individual, or personal, interest and situational interest.

- 1) Individual interest refers to a relatively stable trait developed with respect to a particular subject or topic. This type of interest leads to persistence at a task over long periods of time, closer attention, ability to focus, and increased learning and enjoyment, even among young children. Furthermore, Rotgans (2015, p. 68) says that individual interest refers to a more or less stable type of

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interest, such as a deep-seated interest in physiology, in science, in music, in sport, or travel. This interest develops over time and is considered a predisposition to engage and reengage with particular content of the time.

- 2) Situational interest, on the other hand is considered a fleeting type of interest, which is aroused by environmental condition and stimuli, such as puzzle, authentic problems, and surprising and unexpected phenomena, and is thus more easily manipulated under the control of teacher.

c. Aspects of Interest

According to Hidi & Harackiewicz (2000, p. 152), there are two aspects of interest:

1) The cognitive aspect

The cognitive aspect is based on concepts children develop about the areas related to the interest. Concept that makes up to cognitive aspect of interest is based on personal experiences which learned at home, at school, and at community. For example, the cognitive aspect of children' interest in school is based on their concepts of school.

2) The affective aspect

Affective is everything that is related about someone's feeling. This concept makes up the affective aspect of interest is expressed in attitude toward the activities. It is the development

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of personal experience, from attitude, of significant people-parents, teachers toward the activities interest give rises to. For example, children who have pleasant relationship with teachers usually develop favorable attitudes toward school. The two aspects are important. But the affective aspect is more important than the cognitive one. It is because the affective aspect plays a great role in motivating action than the cognitive one the affective aspect of interest tends to be more resistant to change.

d. The Nature of Listening

Listening is the first communication skill we engage in the moment we are born. It is about how we learn and acquire language. Arono (2014, p. 64) states that listening was a process included activity of listening sound of language and visual aspect, identify, interpret, value, and do reaction for the content of meaning. It means listening as the process of receiving, constructing meaning from, and responding to the spoken and/ or nonverbal messages. It supported by Underwood (1989, p. 1), who also says that “listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves” .When we listen, we can response what the speaker says.

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Listening requires an active process in comprehending what is being said by the speaker. According to Fauzana (2014, p. 2), listening is an activity to listen something more effectively. Listening is following by understanding the sound. It is hearing with a purpose. When we listen to something, we have a purpose in doing so. Here Fauzana distinguishes between hearing and listening. Hearing is an accidental and automatic brain response to sound that requires no effort. While listening, at its best, is active, focused, concentrated attention for the purpose of understanding the meaning by the speaker. In other words, hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences.

Based on the definitions above it can be concluded that listening is a process of receiving oral information or message then transferring the spoken message into a response and trying to understand what the speaker means. When we listen to something, we have a purpose in doing so. It means that we do not listen to a word but we listen to the meaning behind the words.

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e. The Concept of Song

According to Griffiee as cited in Rosova (2007), song is part of music that you sing through words. It means that song is a group of word with tones and rhythm that people sung. Song also defined as a great language package that bundles culture, vocabulary, listening, grammar, and a host of other language skills in just a few rhymes. Song felt more interesting from the other activities, song can be used in the background to set the mood for a lesson; to energize, relax, inspire, cue transition, and focus attention. Music can influence students' mood and behavior. Davanellos (1999, p. 13) states that songs are not only fun, they have a serious purpose in English learning. It means that songs not only entertain listener but song can be used as language learning activity.

Listening to the song means that you appreciate the lyrics, rhythms, vocal and melody and try to understand the meaning. Song is part of music which contains lyrics being sung. In relation to Murphey in Rosova (2007, p. 10), "The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. It means song is part of music that you sing through words. Today, almost all people especially students, prefer to listen to songs as they can be good entertainment in boring activity.

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In addition, based on the syllabus of Curriculum 2013 English songs as the one of the material that is learnt by the students. In here, students listen to the English songs, pronounce the words and find the information and the conclusion from the songs. In identifying the information in the songs of course they learn about the words.

f. Interest in Listening English Songs

Listening needs an interest. Siegel (2015, p. 129) claims that the factors that deserve attention in order to develop listening skill are a genuine interest in and motivation. It is supported by Ajuha & Ajuha (2007, p. 8), motivation is one of the most significant elements of listening proficiency. More specifically motivation in terms of interest, emotional appeals, attitudes and mind set determines one's level of aural competence. It means that interest play an important role to increase listening skill. As Yuliyanto (2017, p. 154), the idea of students' interest during the learning process is important because it will determine the ambience and also the result of a learning process. There are more a lot of factors that influence students' interest in listening class. One of them is the used of song in listening class. In line with the idea above, Hidi (2001, p. 192) says that a person's interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual

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and auditory stimuli like a TV show. So, one of the ways to appear students' interest it can be by listening English songs.

Shen (2009, p. 88), defines song as a combination of music and lyrics that possesses many intrinsic benefits, for example a kaleidoscope of culture, expressiveness, reciting ability and therapeutic functions, which render it an invaluable source for language teaching. Harmer (2009, pp. 319) argues if the music is “a powerful stimulus” for language learning. He classifies songs as one of the tools for teaching listening and indicates that songs are versatile techniques, as they equip the teacher to present the words graphically (printed song lyrics), verbally (listening to the song) and contextually (song lyrics) at the same time. Davanellos (1999, p. 13), states that songs are not only fun, they have a serious purpose in English learning. It means that songs not only entertain listener but song can be used as language learning activity in interesting way.

Songs offer the students the opportunities for practicing the language. Though the students do not understand the meaning of the lyrics, by listening English songs regularly they can train their ears to be familiar with some words which are said in English. The students can practice their English by imitating the words they have listened to English songs by singing them every time and everywhere. As a result, they may not only be exposed to new vocabulary and new grammar but they may also develop their

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pronunciation. English song is one of the authentic materials of English language learning. It is not only a bridge to connect formal and informal language teaching and learning but it is also a good resource to lead the students to develop a genuine interest that can sustain long term learning.

Interest has great contribution in learning process. Most researchers have widely accepted interest as one of the key factors which influence the rate and success in learning. Rotgans (2015, p. 69) pointed out that there are five primary factors of students' interest toward certain activity. They are: curiosity, enjoyment, attention, self- efficacy, and boredom. Curiosity means a strong desire to know or learn something, enjoyment refers enjoy in doing listening activity, attention means a action of dealing with or taking special care of someone or something, self- efficacy means students' belief about their performance, and boredom refers to feeling bored.

Furthermore, skinner (1984, p.338) lists the factors influencing students' interest toward object or activity. They are pleasure, willingness, consciousness, and attention. Pleasure refers to feeling of happiness or satisfaction toward certain activity or objects. Willingness means driving force that is directed to the purpose of life controlled by thought. Willingness will produce will, attention, and concentration to an object or activity. Consciousness refers to subjective awareness of ourselves and our environment. Attention

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refers to the process whereby a person concentrates on activity or object.

B. Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point was focused on, informing the design, finding the conclusion of the previous research. The first relevant research was a research conducted by Helen Noventa Harlyn (2015) entitled "The correlation study of interest in listening English songs and listening achievement" from this research she found that there was a positive significant relationship between students' interest in listening English songs and their listening achievement. The alternative hypothesis was accepted 1% significance level (0.361). The coefficient of r observed in the correlation between students' students' interest in listening English songs and their listening achievement was 0,769. The research conducted by Helen Noventa Harlyn is different from this present research. In this present research, the design of the research is descriptive quantitative which the researcher focuses on one variable the students' interest in listening English songs.

The second research was a research conducted by Yusuf Yulianto (2017) The researchers investigated the use of song to increase students' interest in listening class. This research is qualitative research. The participants were 20 students of third semester of English department at Tidar

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University. This study guided the research question, could song be used to increase students' interest in listening class? In collecting the data, the researcher used open questionnaire. result of the research was the use of song in listening class could be implemented to increase students' interest during the learning process. The students like to use songs to improve their interest in listening class because it indirectly trains the students' skill, they can enjoy the activities and make them earn a lot of new vocabulary though learning activities in a fun way.

The third research was a research carried out by Olusiji Lasekan (2016). His research is entitled the relationship between students' English listening proficiency and interest in English movie. Two group of students were selected for this study. The first group is master of Art degree student in English who have studied in English medium school since the beginning of their formal education while the second group has studied in Kannada medium school and they are currently learning spoken English in an English training institute. A survey was administered in this study, and this is followed by giving standardize English listening test which is a parameter to measure students' ability to comprehend English movie. The result shows that Indian English students and speakers are more interested in local movie than in English movie irrespective of their level of English listening proficiency. This suggests that students' lack of interest in movie is an indication that English films might not be an effective tool for learning English.

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The fourth research is from Feri Mustaufidah (2015) "The Correlation between Students' Interests in Listening English Song and Vocabulary Mastery. This research was quantitative research and the populations of this research were 83 at the second semester of English Department of STAIN Ponorogo in academic year 2014/2015. The data were collected by using questionnaire to measure the students' interest in listening English song, and the documentation of middle test. It was used to know the students' vocabulary mastery. The technique of data analysis used in this research was the formula of correlation, or called the correlation product moment. The research revealed that the correlation coefficient (r_{xy}) was 0.646 in which r_{table} was 0.250. Because of $r_{xy} \geq r_{table}$. So, H_a was accepted and H_o was rejected. It means that there was significant correlation between students' interest in listening English song and vocabulary mastery at the second semester of English Department of STAIN Ponorogo in academic year 2014/ 2015.

Based on the relevant research above, it could be seen that it has similarity with this research, however it also has differences starting from title, research design, the level of the correspondent, the total sample, the text focus, and the technique on collecting and analyzing data. The researcher just focuses on students' interest in listening English songs which the sample is 30 students of state senior high school. The data were collected by using questionnaire.

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The Operational Concept

The operational concept is a concept used to give an explanatory about theoretical framework as a guidance that is used to avoid misunderstanding used scientifically in this research. The variable is students' interest in listening English Songs.

The indicators of students' interest in listening English songs based on Skinner (1984, p. 338) can be formulated as follows:

- a. The students find satisfaction in listening English songs
(Pleasure)
- b. The students have will in listening English songs(willingness)
- c. The students are aware that listen to English songs is learning activity (Consciousness)
- d. The students have attention in listening English songs(attention)