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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Students' Habit of Listening to English song

a. Habit

Habit is routines of behavior that are repeated regularly and tend to occur subconsciously. Moreover, habit also is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously. In addition, Richard and Schmidt (2010, p. 258) says that habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. Habitual behavior often goes unnoticed in person exhibition because a person does not need to engage in self-analysis when undertaking the routine tasks.

Someone who has a habit, they usually concentrate when they listening to materials. According to Costa in Murqobin (2013, p. 52), someone who has a habit especially in listening, they will be a good listener and they will listen closely to get the information that is useful and important for them. Thus, when someone has a listening habit to English song, they will listen closely to get the meaning of the song that they listen to. In addition, according to Murqobin (2012, p. 56), there are eight aspects that influence listening habit, they are:

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1) *Attitude*

It is obvious that attitude will promote students to listening situation (Alexander and Filler, 1998).

2) *Motivation*

The most important thing which can drive people to do something is motivation. It can be said that motivation is the reason why people struggle to do the intended thing. Without motivation people lose their power. Brown (2001, p. 71) stated that by having motivation people do effort to gain the best result.

3) *Pleasure*

One can be said have good listening habit if he does it with pleasure. It can also be said that the activity is done with pleasure when it results the feeling of success.

4) *Attention*

When one has motivation to succeed, he/she will give attention.

5) *Facility*

It deals with both source and facility that promote students to develop listening habit. It is stated that in order to acquire a listening habit, the facility is very important.

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6) *Frequency*

Time indicator whether or not one has good listening habit.

Much time to spend in listening indicates that students have good listening habit.

7) *Will-power*

By having will-power (motivational desire), the attention and concentrate of a certain thing will be produced, and finally the habit will come. Hornby (2007, p. 24)

8) *Awareness*

One has good habit if he/she has learning awareness.

Meanwhile, Costa (2000, p. 19) also stated that there have the indicator of listening habit is divided into two, namely good listening habit and bad listening habit.

1) Good listening habit consists of some indicators, they are:

- a) A good listener listens closely for information that is important or useful.
- b) A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize.
- c) A good listener with the mind, not the emotions, and simply jots down a disagreement to ask about later.
- d) A good listener wants to see how the facts explain the ideas and the evidence supports, and realizes facts are important only in relation to principles, ideas, and arguments.

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- e) A good listener realizes each talk is a chance to get facts and ideas that the speaker took hours to prepare.
 - f) A good listener shuts out distractions and concentrates on the speaker's message.
 - g) A good listener is intellectually curious and wants to see how the speaker proves his or her points. A good listener is not afraid of new and/or complex ideas.
 - h) Good listeners use thought speed and any pauses to figure out main ideas, summarizing the high points and looking forward to the rest of the talk.
- 2) Bad listening habit also consist of some indicator, they are:
- a) Calling a subject boring. Poor listener will tune out if they decide the subject is boring.
 - b) Criticizing the speaker. A poor listener finds fault with the speaker (what they look like, wear, etc) or says that the speaker can't have anything worthwhile to say.
 - c) Overreacting. Poor listener disagrees so strongly with the speaker who misses the rest of the talk.
 - d) Listening for facts only. Poor listener does not think about the "big picture" or main idea that goes along with the facts.
 - e) Faking attention. Poor listeners lock eyes onto the speaker and then relax and daydream.

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- f) Giving into distractions. Poor listeners will use distractions (footsteps, coughs, door closing) as an excuse to stop listening.
- g) Choosing only the easy stuff. Poor listeners want to be entertained and don't want to take the trouble to figure out complex ideas.
- h) Wasting thought speed. Poor listeners (because thought speed is faster than speech) will use thought speed to think about problems or distractions, thus falling behind the speaker.

Furthermore, from the research which was done by Murqobin (2013, p. 51), it can be explored that there are some aspects of listening that can be used to measure students' listening habit, they are:

1) *The reason of listening*

The likeness and good taste of listening will make people think that listening is enjoyable activities. For students, if they feel that it is enjoyable activities, they will always learn to listen, it is not because of there will be an examination but it has been a habit.

2) *Time to spend in listening*

Much time to spend listening indicate that students have good listening habit.

3) *Source of listening material*

Those who have good listening habit listen to the material not only from the teacher but also other resources.

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From the definition above, the writer concludes that habit is something that is conducted repeatedly, continuously and frequently in doing something. In this study, the habit is intended as the students' habit of listening to English songs in their daily activity wherever and whenever it is. A habit in listening English songs can be done at home, at the school, on the way and other places.

b. Listening

Listening is the first skill that we get before we can speak, read and write. Listening is also necessary in everyday communication. Thus, without listening, we cannot make communication with other people. Listening is different from hearing. Hearing is a physical ability while listening is a skill. Listening means paying attention and making an effort to process what you heard. As Blumental in Yulianto (2010, p.7) said that hearing and listening are two different things. However, listening is educated hearing or in another words, it is hearing for the purpose. Therefore, listening needs more attention related to the mind than hearing.

In addition, listening is also a skill which allows you to understand what someone is talking about. Listening is a creative skill in order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create significance.

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Moreover, listening is often implied as a component of speaking. Furthermore, listening is seen as a way to present models that learner immediately copied. Pertaining to the previous statement, Nation and Newton (2009, p. 38) figure out that “the aim of learning a language was to speak, and language was viewed as a type of behavior”. To sum, up, to be able to speak well someone needs to listen as often as possible. It is because how someone could speak a language without also listening.

It can be concluded that listening habit is listening by using repetition in a way of learning. The learners do listening continuously and repeatedly, and this activity is used as a way in listening to something to improve their achievement in listening skill. Some Indonesian students would like to use their habits of listening to English songs to enrich their vocabulary, grammar, pronunciation, and spelling, to get fun, and lose their stress in learning English.

There are some formats that can be applied in assessing listening and he states that after determining the objectives, the next step to be taken is to design the tasks including making decision about how elicit performance and how to expect the test-taker to respond. According to Brown (2003, p. 120), there are four common types to identify listening performance, each of which comprises a category within which consider assessment takes and procedures:

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- 1) *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. There are two typical form of intensive listening, those are recognizing phonological and morphological elements and paraphrase recognition.
- 2) *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short *response*. *Those include appropriate response and open-ended response*.
- 3) *Selective*. *It is* a type of listening performance in which the test-taker listen to limited quantity of aural input and must discern within it some specific information. The type of selective listening are: listening cloze, information transfer and sentence repetition.
- 4) *Extensive*. Listening to develop a top down such as listening for the gist, for the main *idea*, and making inference. The example type of extensive listening are: dictation, communicative stimulus response task, and authentic listening task.

c. English Song

Oxford Dictionary defines song as short piece of music with words that you sing. Moreover, songs as Griffie in Yulianto (2010, p. 8) states that songs are pieces of music that have words. The main parts of songs are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be

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included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song which are usually several lines of the song which are repeated twice, or more what a so called “refrain” when they are performed.

In addition, Davanellos (1999, p.13) said that songs are not only fun, they have a serious purpose for language learning. It means that song not only entertains listener but song can be used as language learning activity. Furthermore, Saricoban (2000) says that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

According to Yulianto (2010, p. 8), English song can be broadly divided into many different forms. There are: art songs, pop songs and folk songs.

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

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performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

- 2) **Folk Song** is songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.
- 3) **Popular Song or Pop Song**, modern popular songs are typically distributed as recordings, and are played on the radio, though all other mass media that have audio capabilities are involved. 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 song 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 or pop music may instead be considered a more commercially popular genre of popular music as whole.

In this research, the researcher used pop song to find out the relationship between students' habit of listening to English songs and their pronunciation. Besides, the teachers at the school also use that genre to teach the students. In English pop songs, it consists of lyric

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and pop genre that is usually be liked by teenagers. Therefore, students can learn how to pronounce English words by themselves.

Listening to the song means appreciating the lyrics, rhythms, vocal, melody and trying to understand the meaning and also how to pronounce the lyrics. Song is part of music which contains lyrics which is being sung. Nowadays, most of people especially students prefer listening to songs as their entertainment in their boring activities. Murphey in Rosova (2007, p. 16) states, “In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theaters, restaurants and cafes, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools.” The song itself consists of words which express the ideas, feelings, and experiences.

Relating to the words or lyrics contained in English songs, the researcher can assume that it can be used as a means to teach pronunciation to the students. As we know, learning pronunciation is the important thing in language learning especially in English. We can not speak or understand what we listen without correct pronunciation.

2. The Nature of Pronunciation

a. The Definition of Pronunciation

Hornby (1995, p. 497) defined Pronunciation as the way in which a language is spoken. On the other hand, Dalton in Ratnasari

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(2007, p. 14) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that it is meaningful.

Moreover, Farmand (2013, p. 841) also says that pronunciation is the way we pronounce a word, especially in a way that is accepted or generally understood. The way we speak also conveys something about ourselves to the people around us. Learners' with good pronunciation are more likely to be understood even if they make errors in other areas. Pronunciation also includes attention to the particular sounds of language and aspects of speech beyond the individual sounds, such as intonation, stress, rhythm, vowel and consonants, voiced and voiceless' sounds.

- 1) **Intonation**: intonation refers to the way the voice goes up and down in pitch when we are speaking and the rise and falloff of our voice as we speak.
- 2) **Stress and rhythm**: stress means that speakers of English make certain syllables of energy or effort that we use to pronounce words that are more important in a sentence. The rhythm of a language is created by the strong stress or syllables in a sentence.

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- 3) **Vowels:** A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked. There are five vowel in English (a ,e ,i ,o ,u). One definition of a diphthong would be a combination of vowel sounds.
- 4) **Consonants:** A consonant is a part of speech and a sound that is articulated with complete or partial closure of the upper vocal tract. There are 25 consonant sounds in English language which consist of 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. and the 4 consonant cluster, Ch, sh, th, and ng. Scarcell and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless.
- 5) **Voiced and voiceless:** all the sounds produced in the English language are either voiced or unvoiced. All vowels in English are voiced. But some of the consonant sounds are voiced.

In addition, SevilAk (2012, p. 26) concluded that pronunciation is the nature of the process to practice listening and speaking by interpreting and producing phonological features respectively. He found that pronunciation is the process of listening and speaking by interpreting and producing phonological features simultaneously. Thus

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pronunciation as a skill includes both recognition and production. If a person has poor and unintelligible pronunciation, a successful communication can not take place even if he or she has fluent speech with precise grammar and vocabulary use.

Some of students might not understand with their or others' pronunciation because the hardest part about improving English pronunciation is figuring out what you might be doing wrong. Hansen in Natasha (2011, p. 4) stated about the most five English pronunciation problems:

- 1) Firstly, stressing individual words incorrectly.
- 2) Secondly, stressing the wrong words in sentence.
- 3) Then, you pronounce certain consonant sounds incorrectly.
- 4) Further, to mix up short and long vowel sounds.
- 5) Last, the problem may happen whenever you forget to finish your words.

Pronunciation also has two main components, and also known as features: segmental and supra-segmental features. Segmental features include individual sounds (vowels and consonant). On the other hand, supra-segmental features are beyond sounds such as intonation, rhythm, and stress.

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3. The Relationship between Students' Habit of Listening to English Songs and Their Pronunciation

In the daily life, learning English through listening to English song has a big benefit in language learning process. By using song, students can feel joyful and relaxed when they learn English. Then learning pronunciation through listening to English songs can make the students happy and relieve boredom.

Students can also learn pronunciation by using English songs. Davanellos (1999: p. 14) states that song can be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, and the skills of listening, reading, speaking and translation. It means that students can practice and present their pronunciation by listening to English songs. Then, by their habit of listening to English songs, students can continually listen and remember how to pronounce the lyrics of that song.

As we know in this era, song is the important thing in our life style. Most of people from child to adult like listening to songs. When students are listening to song in the first time, they will repeat what the singer says in that song by using lyrics, and after that they can know how to pronounce English words. Based on Villalobos's (2008, p. 101-102) opinion, there are some of the most interesting results include the following:

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- a. Learners consider pronunciation to be the second most important language area.
- b. Students listen to songs all the time.
- c. When selecting and listening to a song in class, learners believe it is essential to consider the level of the students, their likes, difficulty level of the song and it's rhythm.
- d. Students listen to songs to practice listening comprehension and pronunciation.
- e. Listening to songs creates enthusiasm and challenge for learners.
- f. Students recommend listening to songs to practice pronunciation because they have found it useful for that purpose.

By the songs and other related activities, teachers can help their students distinguish difficult sounds and improve their production. This enables learners to be more aware of the importance of having clear pronunciation in English and practice it while having fun. Music is a useful source that all language teachers can have access to and which will definitely make a difference in the classroom.

B. Relevant Research

According to Syafi'i (2015, p. 103), relevant research is required to observed some previous researches conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researches that is relevant to the researcher's

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title which has aim to avoid plagiarism toward the designs and the finding of the previous researches.

Firstly, a research which was conducted by Yulianto entitled “A Correlational Study between Habit in Singing and Listening to English Songs, Vocabulary Mastery, and Speaking Skill of The Eleventh Grade Students of SMK N 3 Surakarta.” He graduated from English Department Teacher Training and Education Faculty, Sebelas Maret University of Surakarta on 2010. There were three researcher questions on his researcher. One of them was “Is there a positive correlation between habit in singing and listening to English songs and speaking skill?” He analyzed the data by using Pearson Product-Moment Formula, and the result of his research showed that there was a positive correlation between habit in singing and listening to English song and speaking skill with the correlation coefficient 0.518. After being consulted to the t-value, the t-obtained is greater than t-value ($3.208 > 1.647$). It means that there was a significant, positive correlation between Variable X and Y.

Secondly, a research conducted by Henny Ratnasari as her final project of Bachelor’s Degree in English Educational Program, Semarang State University entitled “Songs to Improve the Students’ Achievement in Pronouncing English Words (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006 / 2007). The objective of this study is to describe how songs influence the students’ achievement in pronouncing English words. The data analysis of this study was descriptive qualitative and a bit of qualitative measurement to find the

mean. Through her research, it was found that after the treatment by using songs in each cycle, the students' achievement in pronouncing English words improved.

C. Operational Concept

As stated by Syafi'i (2011, p. 122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. This research is correlational research which focuses on gaining the correlation between students' habit of listening to English songs and their pronunciation. Therefore, in analyzing the problem in this research, there were two variable used, they were variable X and variable Y. Variable X is students' habit of listening to English songs. It is an independent variable. Then, variable Y is the students' pronunciation, it is a dependent variable.

1. The indicators of Variable X (Student's habit of listening to English songs):
 - a. Attitude. The students' feeling that cause them to approach listening situation.
 - b. Motivation. The students have high motivation in listening to English songs.
 - c. Pleasure. The students listen with pleasure.
 - d. Facility. The students have both source and facility that promote them in listening to English songs.
 - e. Frequency. The students spend much time in listening to English songs.

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- f. Willpower. The students have motivational desire to listen to English songs.
 - g. Awareness. The students realize that listening is useful.
2. The indicator for Variable Y (Students' Pronunciation):
 - a. The students are able to speak by using correct pronunciation
 - b. The students are able to pronounce English words well
 - c. The students' pronunciation should be precisely uttered according to an English manner articulation.

D. Assumption and Hypothesis

1. The Assumption

In accordance with the problem, the researcher assumes that the higher the students' habit in listening to English songs is, the better their pronunciation will be.

2. The Hypothesis

Ha = There is a significant correlation between students' habit of listening to English songs and their pronunciation at the first grade of Senior High School PGRI Pekanbaru.

Ho = There is no significant correlation between students' habit of listening to English songs and their pronunciation at the first grade of Senior High School PGRI Pekanbaru.