

CHAPTER II

LITERATURE REVIEW

This chapter give important background information for the discussion related literature. The writer is going to describe some theories. The discussion consists of: (1) Perception; Definition of perception, factors that affect perception, the process of perception, person perception. (2) YouTube; YouTube as learning media (3) Song Lyrics as the Learning Material; The Definition of Song Lyrics, The Role of Song Lyrics in Language Learning, Song as Pedagogical Tool in Classroom, Selecting of Music, Advantages of Song Lyrics in Teaching and Learning Process. (4) Previous Study.

2.1 Perception

2.1.1 Definition of Perception

According to Philip Kotler (in D. Wulandari, 2006) Perception is the process where someone chooses, organize, interpret input information for creating a meaningful representation of the world. This perception will depend not only on the physical stimulation, but also the relationships between stimulation with the surroundings. While according to Sugihartono (2007) stated that perception is ability of brain to receive the stimulus or process for stimulus translate into the human sensory organs. There were some differences of human perception, that were positive and negative. The positive one would be very good responses, while the negative would affect the human action in the real life. According to Adelson and Jonides (1980) and Long and Beaton (1982) both found better performance with higher luminance.

BimoWalgito (2010) revealed that perception is a process of organizing the stimulus received by the organism or individual that into something meaningful and an integrated activity within the individual. Response as result of perception can be taken by individuals with a wide range of form. The result of the response depends on the attention of the individual concerned. The feeling, thinking ability, experience of human is different, so it has different perception from one to another people.

Muhyadi (1991) stated that perception is the process stimulus from the environment and then organize and interpret, or a process by which a person organizes and interprets impression or phrase senses in order to choose the meaning in the context of its environment. The same thing also expressed by Sarwono (2014) which defines the perception is a process that is used by an individual to access their opinion and the strength of his abilities themselves in relation to the opinions and abilities of the other people. While understanding the perception by Rachmat (2003) expressed the opinion that perception is the experience of an object, event or relationship obtained by inferring information and interpret the information. The perception of each individual can be different, although the observation exactly it the same.

From the explanation above the writer conclude that perception is someone's view or interpretation about the activities or the events that exist in people on the surrounding. Perception is integrated with the activities so that it can influences the emergence of the stimulus from the individual. Moreover, perception is the alteration from the sensory information and make it into meaningful information.

2.1.2 Factors that Affect Perception

Based on David Krech and Richard Crutchfield (2003) there were 2 factors that affect perception, that were; (a) Functional factors, is factors derived from the needs, past experience and other things include as personal factors. (b) Structural Factors, is a factor derived from the nature of the physical stimulus to the effects of nerves from the nervous system of an individual.

The other statement come from Roihan (2015) mentioned that there are two factors that affect perception. First, Internal factor, is a factor that are in individual self, include of psychological, attention, interest, unidirectional needs, mood, experience, and memory. Second, External Factor, is the characteristic of the environment and the objects involved, include of the size and placement of an object or stimulus, the colour of the object, the uniqueness of the stimulus, the intensity and strength of the stimulus.

Based on the explanation above, the writer conclude that perception influenced by the stimulation factor that comes from the object, event, and individual factor are concerned, with its characteristic therefore, it can be assumed from this perception that individual will conclude their opinions and impressions be happy or not, good or bad, or it can be accepted or rejected in received the perception.

2.1.3 The process of Perception

Miftah Thoha (2014) stated that the formation process of someone's perception based on the several stages. First, Stimulation begins when a person is faced with a stimulation that comes from the environment. Second, Registration is the physical mechanism such as sensory and nerve of someone influential through its sensory organs. Third, Interpretation is cognitive aspect of perception which is very important, namely the

process of giving meaning to the stimulus it receives. The process of interpretation depends on how the approach, motivation and personality. Fourth, Feedback is the form of stimulus.

The process of perception is also mentioned by Mar'at (1992) is the two basic components namely the selection and interpretation. The selection is a process filtering of the stimulus on the sensory organs. Only a fraction. That reaches the consciousness of the individual. While the interpretation is a process to organize the information, so that it has a meaning for the individual. The interpretation, there is a past experience as well as individual assessment in perceiving an object perceived. If the stimulus is not appropriate, then it will be perceived negatively. In addition, the direct experience between the individual with the object can also affect the perception of the individual.

From the explanation above, the writer conclude that perception is an individuals' observation or process of giving meaning as the result of observation about an object, event, or information through the senses, which is obtained by concluding the information and interpretation, so that someone can give the positive or negative feedback.

2.1.4 Person Perception

Based on the statement of Marcae and Bedenhausen (2001) stated that Person perception is where people are gotten and shaped their knowledge and experience in social phenomenon based on their outputs (evaluations, memories, impressions). While based on the theory of Robbins in person perception (2001), person perception is the way how each person has interpretation of an object, people make conclusion due to what they see and feel in form of judgement about an object. Perception and judgement regarding

person's action are significantly influenced by the assumption we made about the person's internal. In this study, the writer uses person's perception as people outputs (evaluation, memory, and impression) which are gotten and built from their experience and their own knowledge.

Evaluation is the value judgment or give assessment to the result which have been achieved in program (Tyler in Idowu, 2015). While, Rombach in Idowu (2015) stated that evaluation is collecting information then use that information to make conclusion about an education program whether the process is effective or not, and if not, what changes must be made to improve its effectiveness.

Memory can be defined as saving information related to personal experience (Hoven and Eggen, 2007). While, James in Tulving (1989) stated that memory is saving good or bad experience that is through in the past and it can be showed in the future. Memory is set of cognitive capacities by which retain information and saving past experience, usually for present purposes. Memory is one of the important ways by which our histories, our current action and experiences. Memory is able to be a source of knowledge. We remember experiences events which are not happening now, so memory differs from perception. In this study, memory is student's past experience about learning English song lyric from YouTube.

Impression is the overall effect of something that has already occurs (Mazarin, 2015). Impression refers to the process in which individuals attempt to influence the opinions or perceptions others hold of them. Impression management also referred to as self-presentation, it is goal-directed activity that helps to establish the boundaries of what is considered acceptable behaviour. Impression management has been used to define

interpersonal communication phenomena, including environment. In impression management, individual or organization must establish and maintain impressions that are congruent with the perception they want to convey to their public. In this research, impression refers to the teacher's opinion about outdoor teaching and learning activity.

In this study, the students give opinion based on their experience and knowledge. So, the researcher wants to know the student's perception in learning song lyric from YouTube about the process, environment, effectiveness, and the result of that subject based on the respondent's evaluation, memory, and impression.

2.2 YouTube

It is a video sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. It includes several kinds of videos such as educational, entertainment, political, historical, medical, and personal videos.

2.2.1 YouTube as a learning media

YouTube as a Media in EFL Learning Rusmanayanti (2018), stated that the usage in learning English by using media either ICT has many benefits one of them is as a tool in teaching and learning process by using computer or mobile phone. The Teacher required should be able to carry out various tasks creatively. One of it is by using songs from YouTube. According to Dewi (2015:4), YouTube is a multidimensional source that provides videos in all fields and category of knowledge that can be accessed abundantly. It has so many options that we can search in multidimensional videos. In addition, video clips on YouTube are limited in lengths; this makes them suitable for the constricted classroom's time. Studies have also examined how YouTube can be part of a learning system to support independent learning, and language learning. If teachers can implement

YouTube properly in the classroom, it will make English language learning more innovative and less traditional. According to Duffy in Ebtesam (2008) “YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL (English as a Second Language) course”. Therefore, this section will provide suggestions from educators and teachers from around the world who have used YouTube as a teaching tool in language teaching. Here are simple steps required to view video clips on YouTube: (First go to: www.youtube.com. Then under the Search field at the top of the screen, enter a key word or title to search. Thirdly, click the Search button. After that a listing of the titles of available YouTube videos that meet your search criteria, along with a screen shot of each video, will be generated. Then select the video that appears to be most appropriate for your chosen subject by clicking on the video clip screen shot the selected video will then be played. At the bottom of the video screen, you have options to pause, rewind, fast forward, enlarge the video, and adjust the volume. A timer displaying the length of the video and the running time is also displayed. After the video clip ends, you will have the option to forward the clip or watch it again. Titles and screen shots of other video clips with similar content will also be automatically displayed. Furthermore, you can save the video clip on the YouTube website (under “Favourite” or “Add to Playlist”), or cut-and-paste the video clip’s URL from the navigation bar and use it to create a link in electronic course documents for quick classroom viewing. You can access additional information on video viewing and other YouTube functions by clicking on the “Help” link, which takes you to the YouTube’s “Help Centre.”) (Burke & Snyder 2008 in Ebtesam)

2.3 Song Lyrics as the Learning Material

There were several studies which stated that song lyrics is very helpful in language teaching learning process. According to Boothe&Jeef (2003) music lyrics and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination. Furthermore, they added that song lyrics encourage and increase cognitive learning by integrating multiple dimensions that will engage students of varying abilities. In addition, Lems (2018) clearly argues that music offers special benefits for those learning a new language, in the way listening to songs and singing is a natural and enjoyable way to practice new sounds, words, and phrases. Of course, this is not a little thing which we can get from learning through song, lyrics, and music. Besides, increasing students' motivation and enjoyment during learning, song is also beneficial to improve students' understanding and strengthen their skills in language aspect.

2.3.1 The Definition of Song Lyrics

There are several definitions related to song and song lyrics stated by some experts. According to Zahro (2010) lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song. In addition, Suzanne Langer

(1959) as cited in Russo (2004) argues that “when words and music come together in song, music swallow’s words...song is not a compromised between poetry and music...song is music. That is, song lyrics should be interpreted merely as one of the textures of the music”. Furthermore, Jajuli (2011) states that “a song is a short of piece in one concise movement for the medium of solo voice and piano”. He adds that a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. Moreover, a song is a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad.

Based on some statements above about song lyrics stated by some expert, the researcher sums up that song lyrics is the more than the element of the song, it is complementing in the song which makes a song becomes more valuable and meaningful. And in this research, song lyrics refer to the texts which have meaningful sentences that consist of the grammatical contents.

2.3.2 The Role of Song Lyrics in Language Learning

According to Brand & Li (2009), there are several reasons that songs, particularly pop songs, might be helpful for second-language learners. Besides that, Wray & Perkins (2000) have suggested that most speech in song is the repetition and variation of memorized formulas and that these formulaic lexical phrases are flexible and therefore allow for many repetitions. Distinctive intonation, rhythmic and stress patterns that found in songs, making it easier for the learner to remember and apply. According to Millington (2011) songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Lopera (2003)

mentions some reasons why teachers should take songs to a teaching context. First, music has to do with social context. Second it may change students' mood. Third, it provides stimulation and entertainment as well as challenge and pleasure. Fourth, music maybe associated with happiness because it brings people's remembrances and dreams. Finally, most teachers agree that music is a powerful tool to learn English.

The using of song in Language learning, especially in learning listening, learning pronunciation, learning grammar, learning vocabulary is really helpful. **In learning listening**, by listening English song, it can be a good media in introducing some English accents. It makes the English words become more familiar to the students. Therefore, it will improve the students' listening accuracy. Actually, listening skill is a great start to learn English. Based on (Nation, 2014 in Ranggen 2016), a useful thing to do in the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don't understand anything at all. In addition, listening to English language, especially from native speaker, is able to students to get correct pronunciation of the language. **In learning pronunciation**, song can be effective ways in improving pronunciation skill. As like what Ward (1980) states in Ranggen (2016), it can be a big help because the rhythm of the verse helps the learners to put the stress in right places, creating a natural flow of language and building up fluency to help the pronunciation. **In learning Grammar**, song can be one easy way to learn basic grammar. Based on Sharpe (2001) in Ranggen (2016), he stated that the power of song on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn. Schoepp (2001) in Ranggen (2016) , also believes that songs are valuable as it contributes to fluency and

the automatic use of meaningful language structures. **In learning vocabulary**, songs are great way to remember many words. It helps students in remembering the new words easier. According to Wallace (1994) in Ranggen (2016) on his study result, it revealed that music when repeated, simple and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words become easier.

2.3.3 Song as Pedagogical Tool in Classroom

Beatriz and Rosa (2013) explains that “songs create a pleasant atmosphere in class, they enhance relationships between classmates and it is a relaxed activity in which learners feel they can enjoy and are learning without pressure”. This provokes a student’s desire on knowing more about the second language. Harmer (2000: 242) states that “music is a powerful stimulus for student’s engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effects if we so wish”. Songs are a good resource for English teaching. Nellija (2011) “Music is an amazing tool for teaching languages”. It can serve a variety of functions in the classroom as well as at home. Music can set a mood. Music can signal a transition from one activity to another. Music can be a bonding experience. Neil (2011) in cited (Murphey,1992) claimed “songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture”.

2.3.4 Selecting of Music

Songs should be carefully selected for the adult ESL classroom. Lems (1996) and Poppleton (2001), make the following suggestions:

1. Song lyrics should be clear and loud, not submerged in the instrumental music.
2. The vocabulary load for the song should be appropriate to the proficiency level.
3. Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent acts or sex, or inappropriate religious allusions. Furthermore, Nellija (2011) stated that when choosing a recorded song to use in the classroom, the teacher should make sure that:
 - 1) The words are intelligible on first hearing,
 - 2) The speed of the song lends itself to sing-alongs,
 - 3) The instrumental music is not overly loud,
 - 4) The lyrics have been written in a natural speech rhythm,
 - 5) The vocabulary is appropriate (idioms, archaic phrases, etc.),
 - 6) The students can identify with the topic of the song,
 - 7) The song lends to meaningful language teaching,
 - 8) The song is suitable to the student age.

2.3.5 Advantages of Song Lyrics in Teaching and Learning Process

There are many advantages in using songs in the language classroom as follows:

1. Song and music can be used to help relaxing and focus in students, to enjoy movement and dance, and to bring back powerful memories.
2. Song and music provide an appropriate atmosphere for both the teacher and students. It is created interesting and fun activities that everyone will enjoy.
3. Song and music useful tool to improve language skills in the foreign language classroom.

4. Music can change brain waves and make the brain more receptive to learning.

5. Song and music are extremely efficient in teaching processes because it develops and livens up all the language skills; listening, reading, writing, speaking and language in use.

6. Song and poetry can be used for a wide variety of ESL learning and teaching activities. When teachers and students get used to using music in the classroom, it can be an amazing way for them to achieve success in English learning, Molinsky (2000), cited in Farmand and Behzad (2013) have some benefit music showed that:

- 1) Improves memory
- 2) Improves concentration
- 3) Causes learning English to be fun
- 4) Removes stress
- 5) Improves a sense of community to a group
- 6) Improves motivation

2.4 Previous Study

To describe how song, influence the students' achievement in pronouncing English words, Ratnasari (2007) conducted a research entitled "Songs to Improve the Students' Achievement in Pronouncing English Words". In constructing this study, the writer collected data from the classroom action research. The subjects of this study were 30 students of year seventh of MTs ANNUR in the academic year 2006/2007. In doing this study, the writer used an oral test method or sound of production. The action was done through teaching

learning process. Based on this study, it is found that the use of songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English. Based on this finding, it is suggested that songs in teaching English can be recommended for the English teachers. To get a wider generalization, research of similar kind should be done with different subjects.

Hadian, Mellasari (2015) conducted a study about the use of song lyrics in teaching listening (a case study of junior high school grade 8 in Bandung) was aimed at investigating the students' response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. This research employed qualitative method by involving a case study in one of junior high school in Bandung. The findings of this study showed the use of song lyrics as an effective technique for teaching listening. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process.

The use of YouTube as a supplementary resource in teaching English novel at Al-Majma'ah Community College/Al-Majma'ah University (Kabilan, 2012). The present study aims at investigating the effect of method of teaching English novel on the students' achievement, and examining whether YouTube program improves students' achievement. The results showed that students wrote positive comments regarding the use of YouTube in a literature course, and use this learning tool effectively. This study recommends the use of YouTube as a supplementary source for teaching literature.

Research from Rusmayanti, Asmi (2019) was conducted to investigate students' perception toward using YouTube applications, especially songs. The researcher found that

students learnt many new words either the meaning or the way of pronouncing the words in the songs. From the selected songs on YouTube application, they just realized that songs can be used to learn grammar as well. In addition, the importance of through knowledge of English Language is becoming more and more obvious in modern world in which communication increasingly takes place in English. YouTube app made them interested to try another app since they felt benefitted in enhancing their vocabulary. They said that YouTube applications is easy to use and make them easy to find out their favourite songs to master English skills, especially speaking since the participants thought that it is the hardest skill to master. Thus, YouTube application in general and particularly songs are big help for them.

