

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, listening pop song and vocabulary mastery.

2.1 The Role of Interest in Learning

There are many experts who define Interest according to their respective perceptions, namely James KPOLOVIE, Igho JOE, & Okoto (2014), states that Interest is an affective psychological characteristic and strong emotional mastery as well as extraordinary positive feelings, where the feeling of being impressed and motivated processes cognitive information more quickly and accurately in addition to the most effective psychomotor treatment characteristics such as the ability to self-regulate, self-discipline, work harder and smarter by having the best goals. Purnomo (2017), define interest as a reason to find out about some thing or an activity accompanied by positive attitude whether the people likes or dislikes. Saswandi (2014), said interest is where students give attention at something to participate and learn. Mega (2015), defines interest is where student do an activity that they like with pleasure, attention, positive attitude, and accomplishment when the activity related to English. From the many definitions of the previous experts it can be concluded that interest is a psychological condition with strong emotions where the feeling of impressed arises and motivated to process information quickly and appropriately accompanied by an attitude to be self-discipline, hard work and smarter to find out whether the activities we pay attention to and do, it is liked or disliked with the aim of learning.

The German philosopher Herbart (1806/1965, 1841/1965) said that since the early 19th century interest has had a close relationship to learning. Some psychologists have noted that interest has a role in learning, as James (1890) & Claparede (1911) noted that around the turn of the century interest had a role in energizing and regulating human behavior. In addition, Dewey (1913,1916) psychologist from North America emphasized the important role of interest in learning and stated that interest should be seen as the result of an interactive process between the individual and his environment. Dewey (1916) and Thorndike (1935) emphasized

that learning is not only influenced by personal interest but also interest in tasks and objects. Bartlett (1932) also said that interest plays a major role as a human reminder. There have been many scientists who acknowledge this role, but only a few who show the importance of this role (Hidi, 1990).

2.2 Pop Song as a Listening Media EFL

Songs are short musical compositions for human voices that include words or lyrics inside (Richard, 2002). Meanwhile, according to Griffie as quoted in Rosova (2007) the song is a piece of music that someone sings through words. The song is also defined as an extraordinary language unit because only in a few rhythms there are already culture, vocabulary, listening, grammar, and several other language skills in it (Yusnita, 2018). At this present time, listening to songs is a hobby of all people, especially students, because song can be good entertainment in boring activities (Yusnita, 2018). A song is usually perfected and enhanced with musical instruments. This also means that we enjoy listening to songs because emotions and values sometimes emerge from the touch of musical instruments making songs more preferred than poetry (Kayyis, 2015). It is strengthened by (Yusnita, 2018) argument that song feels more interesting than other activities is because the song can affect students' moods and behaviour, it can also be used to energize, relax, inspire, and focus attention.

There are so many song genres in this world, one of them is pop song. This pop song comes from pop music, where the term pop comes from the abbreviation "popular" (Kayyis, 2015). Pop song lyrics are made to convey feelings, emotions, and thoughts (Kim & Kang, 2015). From several song genres, pop songs are one of the most popular song genres by many people. It is evident from the facts revealed by several experts, including from Rojek (2011) that pop is the genre of music most preferred by many people than other types of genres such as blues, folk country, heavy metal, rock, rap, and techno. And also Hendrawaty (2019) said that of the many existing song genres, pop songs are commercial recorded music that is often listened by young people. Besides that, Iqbal (2018) also stated that English Pop songs are always listened to by people, because the genre can give a good feeling and can represent the feelings of the listener.

Pop songs are very effective to use by EFL students as a listening media, because English pop songs can not only be heard anywhere, but English pop songs can also be listened anytime in spare time, while waiting for class, or even while studying. English pop songs can also help EFL students feel more confident and enjoy learning English both at home and in

class. Kim & Kang (2015) show that English pop songs can increase students' interest and motivation to learn English, and even students' English scores increase three times more. Because the popularity of pop songs has the potential to motivate students to learn languages (Hendrawaty, 2019). In addition, listening to English pop songs can also improve students' vocabulary understanding and vocabulary mastery. Evidenced by research conducted by Limbong (2012), Gilles, Andre, Dye & Pfannenstiel (1998) shows that every student listening to a new song, students will learn the concepts and meanings of words they encounter in song lyrics.

2.3 How to Test Vocabulary Mastery

Thornbury (2002) states that in mastering vocabulary, students must have a comprehensive knowledge of vocabulary, including meaning, oral form, written form, grammatical behaviour, word derivation, word collection, word register - spoken and written, connotation, or word associations, and word frequency.

In assessing students' vocabulary mastery, Schmitt and McCharty (1997) proved a way to measure the depth of vocabulary knowledge, namely by using receptive and productive knowledge. What is meant by receptive knowledge is that students are able to recognize and understand words that appear in a context. As for the meaning of productive knowledge, students are able to pronounce and use understood words in speaking and writing. Asyiah (2017) believes that measuring students' receptive vocabulary is more important because students will accept vocabulary first receptively.

The vocabulary size test is a receptive vocabulary test that is used to assess students' vocabulary mastery, and to determine the size of students' vocabulary and to identify word families that students are familiar with by choosing the best definition of each word. The reason the researcher uses the vocabulary size test is to determine how much the learner is to having enough vocabulary after frequently listening to English pop songs.

2.4 Vocabulary Mastery for Junior High School

Vocabulary in order to learn foreign language has a great contribution and unavoidable factors, because having a lot vocabulary would really help students mastering all four skills which is listening, speaking, reading, and writing. This is strengthened by (Tnahn Huyen & Thi Thu Nga, 2003 in Rouhani & Pourgharib, 2013) statement where factors that connect four

language skills consisting of listening, speaking, reading, and writing in learning foreign language is vocabulary. However, for some people in daily communication they just using the words that they know the most and just talk. Like (Brown, 2001 cited in Utami, 2014) said that in fact, communication can happen quite intelligently when people are just stringing words together without applying grammar rules. Therefore, in this case vocabulary considered as an unavoidable factor which give a great contribution in peoples' daily communication and must be given a lot of attention in order to increasing students' vocabulary mastery.

Vocabulary mastery is competence in mastering a collection of words that form a language that functions to communicate by all people (Taslim et al, 2019). In addition, Alamsyah (2017) defines vocabulary mastery is an individual's skill in using words that are obtained based on students' own needs and motivations. From the definition above it can be concluded that vocabulary mastery is someone's skill in mastering a collection of words to form a language, which is obtained by someone based on their own needs and motivations that aim as a communication tool by everyone. Vocabulary mastery will help students succeed in learning languages, especially in learning English (Juwita & Sunaryo, 2013). The more vocabulary mastered by students; the more students will practice in English. With a lot of vocabulary that they have will help students in communicating English properly and correctly. Alamsyah (2017) states that students who have a lot of vocabulary will have little difficulty in understanding words when learning English.

Vocabulary mastery at junior high school students is very important in learning English language. Because in the first year, vocabulary plays an important role in the development of their language (Syarifudin., Marbun., & Novita, 2014). Starting from junior high school students will be trained to learn vocabulary, so that later students will master a lot of vocabulary because vocabulary is the basis of learning English. In vocabulary learning, junior high school students have similarities with high school students, but junior high school students have more specific treatment because they grow into semi-abstract psychological developments (Syarifudin., Marbun., & Novita, 2014). Therefore, by mastering vocabulary, students will easily shape their English, and will assist students in learning English at the next school level.