

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses several theories related to studies drawn from previous studies and books as the basis for this research. The opinion from the experts that are related to this research topic also presented in this chapter. Theories are used in the literature review to support this research. The researcher explains some information about students' attitude, genre music, music and language, advantages using song in learning and related studied.

#### **Students' Attitude**

Attitude is one of the success factors of students in learning and understanding the learning environment. Attitudes include the feelings, beliefs, and behavioral tendencies of students. Schiffman and Kanuk (2004) suggested that attitudes were constructed around three components: (1) A cognitive component (beliefs); (2) An affective component (feelings); and (3) A conative component (behavior). In this case, it can be assumed that learning English becomes a topic that cannot be separated from students' attitudes. Motivation, attitudes, anxieties, learning achievements, aptitudes, IQ, age, and personalities are all thought to have influenced the learning process (Hasan & Fatimah, 2014; Pratolo, 2017; Shams, 2008). Therefore, the attitude of learning language refers to a person's tendency to attempt to learn language. Also, attitudes will affect students to respond positively or negatively towards something.

"Attitudes are vital to us because they cannot be neatly separated from learning," (Reid, 2003, p. 33). The effectivity of students learning is not only seen from their intellectual achievement, but also from the attitude of each student. Motivation, attitudes, anxieties, learning achievements, aptitudes, IQ, age, personalities, and other elements all influence the learning

process in the context of foreign language learning (Gardner, 1960; Lehmann, 2006; Shams, 2008).

Aside from the intellectual aspect, language acquisition contains psychological and social aspects, and is mostly dependent on the learners' motivation and attitude toward learning the target language (Padwick, 2010). It can be understood that language learning must be approached internally to students' attitude. Psychology and social are very important internal factors in student learning. Thus, social and psychology will greatly affect students' learning. Since the language achievement is affected by attitude, it is important to recognize the someone's attitude. Language performance is said to be influenced by one's attitude (Visser, 2008). Good or bad student learning outcomes are a representation of each student's attitude. Kiptui and Mbugua (2009) as cited in Tella et al. (2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya. The matter of learners' attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010).

### ***Positive Attitude***

Students who get a positive attitude can be seen from their behavior during learning situation. Consequently, students will easily understand the material during their learning process. Students will also be more active in learning because a positive response makes learning motivation increase. Katesi (1993) discovered that attitude and motivation are crucial elements in determining language learning success and failure. Most of the research showed that a good attitude toward learning leads to favorable outcomes, and vice versa (Wang, 2010).

### *Negative Attitude*

Apart from positive attitude, there is negative attitude. Those who have a negative attitude will easily get bored. Thus, it makes students difficult to understand in the learning process. Some students experience anxiety in learning that cause demotivation during their learning. Students may have difficulty identifying learning objectives, implying that their negative attitude contributes to their failure to learn (Padwick et al., 2010). In students' negative attitude, teachers usually have an important role to play in making student good motivation.

### *Components of Attitude*

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Students' attitudes can be seen from this concept. Each of factor has a different meaning to be used because of students' language attitudes.

The attitude concept factor has three components. The first is the belief of each student in understanding something. Students' beliefs can influence the learning process independently or in group. Students who have high confidence will have ideas or opinions during their learning process. The second is emotion which refers to the feelings of each student. Emotion can be understood as the way of each student controls the feelings of something. Students who have a positive response will easily control their feelings and emotions about something. The last component is behavior which refers to how students act or respond to something. Each student has a different habit of behavior towards objects.

## ***Music and Language***

Music and language have a close relationship since they develop and encourage one and another. Previous research showed that the two have a beneficial link. "Both music and language need melodic recognition, contour processing, timbre discrimination, rhythm, voice tone, prediction, and perception of sight, sound, and symbolic forms in context" (Stansell, 2018).

Furthermore, finding the connection between music and language can be seen from some aspects. Language acquisition is founded in phonology, morphology, syntax, and semantics, according to (Oats & Grayson, 2015). In detail, phonology can be understood as a set of symbols that reflects a language's sound. In grammatical terminology, words can determine form and function. Further, syntax can be understood as the production of sentences in a sequential order, meanwhile semantics is the formation of words that can generate meaning and comprehension.

### **Advantages using song in learning**

In enriching the discussion, the next discussion consists of the advantages of using song in learning process. There are three advantages that are most often obtained by students namely increase students' motivation and creativity, present an effective in learning, and provide a comfortable atmosphere come alive. The detail points are presented as follows:

#### ***Increase student's motivation and creativing***

Songs are able to increase students' motivation and creativity. It was confirmed by Eady and Wilson (2004) who said that song does contribute to a learner's academic achievement, motivation and creative development. Songs can provide opportunities for students to learn about develop a healthy self-concept; work as individuals; acknowledge and develop the ability. Students conclude that songs help them when learning is more effective. Through songs, students will be able to get great benefit which affect to their learning goals.

### ***Present An Effective learning in classroom***

The next benefit is that songs are able to make an effective classroom. Research from McTeer and Bailey (2008) found that music promotes learning in other disciplines through their research on student attitudes toward history and subject knowledge the language teacher and linguistic researcher to identify approaches that can be used in the classroom to make language learning more successful. Music can make students more confident in class learning and are more responsible for carrying out the learning process. By utilizing songs to students, it will make students more enthusiastic about learning. This condition can make students have new motivation to understand material that has not been studied yet.

### ***Provide A Comfortable Atmosphere in Learning Process***

If we learn the meaning of the lyrics of the song, it will provide a diverse atmosphere. From the research conducted by several experts, it explains that the song has a very positive an atmosphere in the field of learning. Sharpe (2001) claimed that singing is an important aspect of a young child's existence, both inside and outside of the classroom, and that introducing a foreign language into this basic activity is another means of normalizing it.

Furthermore, Rumley (1999) claimed that children enjoy songs and that it is crucial for language learners to feel inspired, and that their success in participating in activities leads to the development of good attitudes that they carry into secondary school. Learning English in the classroom using songs provides a relaxed atmosphere for students who are usually tense when speaking English with teachers or fellow students in the classroom environment. In addition, a comfortable atmosphere will make learning run smoothly.

## **Related Studied**

In comparison the study of attitudes in EFL learners during the last three decades, some researches have been performed by some scholars to explore the nature of students' attitudes toward foreign language learning in general and EFL in particular (Al-Zahrani, 2008).

Furthermore, Shams (2008) did research to assess students' attitudes, motivation, and anxiety about learning English. The findings showed that students had a high affirmative attitude and enthusiasm for English. Besides, the finding also showed that most of them showed positive attitudes towards English and its learning which turn to emphasize the value of learning English efficiency in everyday life.

There are several differences between the two studies related above in relation to this study. This second study also intends to determine EFL teachers' and students' attitudes toward the use of songs in English teaching and learning.

The participants were forty-three English teachers from Wadi Al-Sier Amman's Directorate of Education who teach grade VI in public schools. This survey was participated by forty-two sixth-grade kids from the same Directorate. EFL teachers and students were completed the questionnaire. The findings revealed that the students thought songs could help them in mastering English vocabulary and the teacher thought that it was a beneficial practice to be given to students.

Several recommendations for instructors and students have been made because of these findings by the scholars. In addition, in collecting data, this study is different from the two studies above, because this study tries to use a mix method. However, this study has similarities in obtaining information about students' attitudes towards learning using songs.