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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Attitude

a. Definition of Attitude

Attitudes are one of the constructs that have been widely studied, particularly in the field of education, because they play an important role in determining the effectiveness of the learning process. According to Homby (2000: 23) in Rosnawati (2021: 12), attitude can be understood as an individual's internal disposition that encompasses thoughts, feelings, and behaviors toward others or objects, which may also be expressed through confident or assertive actions as well as reflected in one's physical posture or bodily expression. Furthermore, Ahmed et al., (2021: 73) stated that "Attitude is somebody's thoughts or emotional state regarding to something, particularly as exposed in their behaviour." Moreover, Sumadi (1989) in Humaira et al., (2022: 76) described that "Attitude is something that is learned, and attitude determines how individuals react to the situation and determine what people look for in life."

Another definition of attitudes, according to Baker (1992: 10) in Susanti and Mujid (2018: 16) "Attitude is a hypothetical construct used to explain the direction and persistence of human behaviour." Meanwhile, Zulfikar et al. (2019: 3) explained that "Attitude can be



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defined as a tendency of a person to respond positively or negatively towards something (idea, object, person, situation), therefore language learning attitude refers to one's tendencies toward their effort in learning languages.” In addition, according to Sengkey and Galag (2018: 116) “Attitude refers to the response (positive or negative) and subsequent acts of someone or some groups of people toward something that happens around them. Students have negative and positive attitudes that affect their language learning process.”

Based on the opinions of the experts above, researcher conclude that attitude is a learned and internal psychological construct that encompasses an individual's thoughts, feelings, and behavioral tendencies toward an object, person, idea, or situation. Attitudes can manifest as positive or negative responses and are reflected through actual behavior, including how individuals act, react, and express themselves. In the context of education, particularly language learning, attitudes play an important role because they influence the direction, continuity, and effectiveness of students' learning efforts and processes.

b. Components of Attitude

According to Baker (1992, p.12) in Novita (2022: 8-10), there are three components that shape an attitude. They are as follows:

1) Cognitive

The cognitive component relates to an individual's thoughts, beliefs, and ideas about an object. These beliefs are evaluative and



can be measured using an attitude scale or by asking someone's opinion. An individual's beliefs can change through two things, namely new messages or trusted information. When beliefs change, attitudes will also be formed.

In the context of learning, the cognitive component includes students' understanding of the knowledge they receive and the language teaching process they experience. This level of understanding depends on the extent to which students master the language and process new knowledge. The cognitive process can be divided into four stages: connecting old knowledge with new knowledge, forming new knowledge, evaluating that knowledge, and applying it in various situations. For example, in an apperception activity, students are asked to connect previous material with new material so that this new knowledge can be used practically. This aspect consists of several sub-indicators as follows:

a) Perceived Usefulness

Perceived usefulness is students' belief in the benefits of playing English songs as a learning aid, such as helping concentration, creating a comfortable learning atmosphere, or supporting the task completion process.

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b) Understanding

Understanding refers to the extent to which students feel that the use of songs does not interfere with, but rather helps them understand the material and complete written assignments better.

2) Affective

The affective component relates to an individual's feelings toward an object. These feelings can be influenced by the surrounding environment, mood, and emotions. A positive mood makes a person more open to information that differs from their views, while a negative mood makes a person more likely to seek information that only supports their existing views. Feelings are also influenced by emotions, especially when a person feels safe or comfortable.

In learning, the learning process is emotional. Affection in attitude is related to an individual's feelings towards an object or situation, such as liking, disliking, or other emotional responses. For example, in learning English, students' affection is reflected in their liking or fear of the language, as well as their feelings of happiness or fear when learning. This aspect reflects the emotional response that arises when songs are played in class, which consists of the following sub-indicators:

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a) Self-confidence

Self-confidence is the level of confidence students have when learning with English background music, especially when doing assignments or participating in learning activities.

b) Anxiety

Anxiety is a feeling of nervousness, distraction, or discomfort that may arise when music is played during the learning process.

c) Enjoyment

Enjoyment is the feeling of pleasure and comfort that students experience when songs are used as a supporting medium in classroom learning activities.

3) Conative

The conative component relates to a person's readiness to act. It shows how a person will interact with or act towards a particular object. For example, the conative component in language attitudes can be seen in how often a person uses a particular language and their experience with it. People who regularly use English in their daily lives tend to have a more positive attitude towards the language and are more confident than those who rarely use it. This aspect shows students' motivation and readiness to act, which is divided into the following sub-indicators:



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a) Intrinsic Motivation

Intrinsic motivation is the drive within students to continue learning and complete tasks well when English songs are played in class.

b) Willingness

Willingness is the readiness and tendency of students to remain actively involved in learning activities even though songs are used as supporting media.

c. Attitude Formation

According to Albarrac et al. (2018: 11-14), attitude formation is divided into three parts, as follows:

1) Direct Experience

Direct experience is the process of attitude formation that occurs through an individual's direct experience with an object. Attitudes formed through direct experience tend to be stronger, easier to remember, and more resistant to change than attitudes formed through indirect experience. In addition, attitudes derived from direct experience have a more consistent relationship with behavior, because individuals have personally experienced interaction with the object of the attitude.

2) Mere Exposure

Mere exposure is the process of attitude formation that arises from repeated exposure to a stimulus. The more often an individual



is exposed to an object, the greater the likelihood of developing a positive attitude toward that object, even though the individual may not always be aware of this process. Repeated exposure increases familiarity, which ultimately influences the affective evaluation of the attitude object.

3) Evaluative Conditioning

Evaluative conditioning is the process of forming and changing attitudes through the association of a neutral stimulus with another stimulus that has a positive or negative charge. Through this process, attitudes toward an object can change without requiring deep thought or conscious cognitive evaluation. Attitudes formed through evaluative conditioning are often automatic and can last for a long time.

2. English Song

a. Definition of English Song

According to Lestari (2022: 18), a song is a form of musical work that contains linguistically meaningful words and is conveyed through singing by a singer. Then, according to Pratiwi (2018: 370), a song is defined as music with lyrics that have a regular structure, rhythm, and language pattern, so that it can be used in language learning. In this study, the songs referred to are English songs, which are musical works that use English as the language medium, contain linguistically meaningful lyrics, are presented through singing, and

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have a regular structure, rhythm, and language pattern. Thus, English songs are seen as a relevant medium to support English language learning. In line with this, Batista (2008: 158) states that songs are one of the most effective media in foreign language teaching because they are able to develop and integrate the four basic language skills, namely reading, writing, listening, and speaking, naturally and harmoniously in language learning.

b. Kinds of English Songs

According to Yulianto (2010: 8) in Apriani (2021: 12-13), English songs can generally be classified into several types, namely art songs, folk songs, and popular songs.

1) Art Songs

Art songs are a type of song composed specifically for formal performances. These songs are generally accompanied by piano, although other accompaniments such as orchestra or string quartet may also be used, and are always written in musical notation. Art songs usually have clearly identified creators and composers and require trained vocal skills to be performed optimally. In many cases, the lyrics of art songs are written by poets or lyricists, while the musical composition is arranged by composers.

2) Folk Songs

Folk songs are songs that generally originate from anonymous sources or have become part of the public domain and have been



passed down from generation to generation, either through oral or non-oral traditions. Folk songs often represent the cultural or national identity of a community. Over time, some art songs can be transformed into folk songs when the identity of their creator is no longer known. This type of song can be found in almost every culture.

3) Pop Songs

Popular songs (pop songs) refer to modern songs that are distributed through recorded media and played on various mass media channels, such as radio and other audio platforms. Their popularity is generally measured based on commercial achievements, such as record sales, frequency of play on the media, and concert ticket sales. Popular songs can evolve into modern folk songs when people learn them from recorded versions and then spread them to others. The term pop song is often used in a concise manner to refer to popular songs, although in certain contexts, pop music is also understood as a genre within the realm of commercial popular music.

In the context of this study, teacher used English pop songs as a medium in the English learning process. These pop songs generally contain lyrics in English with genre characteristics that tend to be popular among teenagers, making them relevant to the characteristics of the students.

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c. Advantages of English Songs in Learning English

The use of songs in English language learning is an effective learning strategy because it integrates linguistic, affective, and cultural elements. Songs not only serve as a medium of entertainment, but also as a source of meaningful and contextual language. Therefore, English songs provide various advantages that support the English learning process in the classroom. According to Pratiwi (2018: 371), there are nine advantages of using English songs in English language learning, as follows:

1) Songs as a Source of Authentic Language

Songs provide authentic and natural language as used by native speakers. The language in song lyrics reflects the use of English in real contexts, helping students understand the form and function of language more realistically than the artificial language found in textbooks.

2) Vocabulary Enrichment through Songs

The use of songs helps students expand their vocabulary, including phrases, expressions, and idioms that are often used in everyday communication. The repetition of vocabulary in song lyrics makes it easier for students to remember and understand the meaning of words naturally.





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3) Ease of Access to Songs

Songs are easily obtained and accessed through various media, such as the internet and audio devices. This makes songs a practical and efficient learning medium for use in English language learning.

4) Suitability of Songs to Student Needs and Interests

Songs can be selected and adapted to language proficiency levels, learning themes, and student interests. This suitability makes the learning process more relevant and increases student engagement.

5) Contextual Introduction to Grammar and Culture

Songs allow students to learn grammatical structures and cultural elements contextually through lyrics. Thus, students not only learn linguistic aspects but also understand the cultural background inherent in language use.

6) Flexibility in Song Usage

The relatively short and flexible duration of songs allows them to be used in various learning time allocations. Songs can be used as opening, core, or closing activities in learning.

7) Introduction to Various English Accents

Through songs, students can become familiar with various English accents, such as British English and American English.



Exposure to these different accents helps improve students' listening comprehension skills.

8) Relevance of Songs to Real Life and Social Issues

Song lyrics often raise themes of real life and social issues, such as love, struggle, and justice. This makes English learning more meaningful and contextual for students.

9) Songs as a Fun Learning Medium

Songs create a relaxed and enjoyable learning atmosphere. This condition can increase learning motivation, reduce anxiety, and encourage active student participation in English learning.

d. Disadvantages of English Songs in Learning English

According to Salim (2025: 33), there are several disadvantages that could potentially affect the effectiveness of learning, which can be explained as follows:

- 1) The use of songs in the learning process may require additional time in regular class meetings. When teachers have to deliver material according to the established syllabus, the use of songs has the potential to reduce the effectiveness of learning if it is not well planned and managed.
- 2) Although songs are often considered enjoyable for students, their use can affect the classroom atmosphere and disrupt established learning procedures. Basically, every learning strategy, medium, and method has advantages and disadvantages. Therefore, to ensure the

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effectiveness and success of their application, teachers need to carefully consider both the benefits and limitations of using songs in the learning process.

e. The Use of English Songs in Learning English

English songs are an attractive medium for learning English. Songs are naturally appealing and can change the emotional atmosphere of the classroom from passive to active, allowing learners to engage with the language in a more relaxed and enjoyable way (Linia et al., 2025: 14215). These positive learning conditions play an important role in increasing student motivation and engagement during the language learning process. In addition, songs that have universal appeal and are widely present in the daily lives of most individuals meet various prerequisites for use as an effective teaching resource in English language learning (Bokiev et al., 2018: 316). Thus, the use of English songs not only creates a fun learning atmosphere, but also supports the overall effectiveness of English language learning.

B. Review of Related Findings

Several studies similar to this study on students' attitudes towards the use of English songs in English language learning have been conducted. First, a study conducted by Heba M.N. Al-efeshat and Abdallah Baniabdelrahman (2020) entitled "The EFL Teachers' and Students' Attitudes towards The Use of Songs in Learning English." This study discusses the attitudes of EFL

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teachers and students towards the use of songs in English teaching and learning, with a main focus on vocabulary teaching. The participants in this study were 43 English teachers who taught sixth grade and 42 sixth grade students at public schools in the Wadi Al-Sier Directorate of Education in Amman. The data collection technique used a questionnaire, namely an attitude questionnaire for teachers and an attitude questionnaire for students. In their research, they argued that songs helped them learn English vocabulary and this was also considered a good practice by teachers. The findings of this study strongly indicate that songs have the potential to play an effective role in the language learning and teaching process. The results obtained strongly support the belief that songs should be part of language teaching methods.

Second, research conducted by Evi Fatonah (2024) entitled “Students' Perception on the Use of Songs to Enhance Their Motivation in Learning English.” This study discusses students' perceptions of the use of songs to increase their motivation in learning English. This research was conducted at MTs Huffadh Al-Itqoniyyah. Data was collected using questionnaires and interviews, then analyzed through three steps: condensation, data presentation, and verification. The results showed that “Students had a positive perception of the use of songs in the English learning process. Students responded positively to the following statements: students became more enthusiastic about learning English; they were happier, enjoyed themselves more, and were more active during the learning process; and they were more focused and found

it easier to learn English. All students agreed that the use of songs in learning English was very effective in increasing their motivation to learn English.”

Third, research conducted by Angelin Kusuma and Hesti Wahyuni Anggrainia (2025) entitled “Exploring Student's Perceptions of the Use of English Songs in Their Speaking Performance.” Their research explored students' perceptions of the use of English songs, particularly in the R&B soul pop genre, in improving their speaking skills. The study involved 59 sixth-semester students from the English Education Study Program at Sriwijaya University who had experience learning through songs. Data was collected through open-ended questionnaires and song-based assessments, including lyric completion, reading aloud, and question-and-answer activities related to the song's content. Their research results show that “most students have a positive perception of the use of English songs as a medium for speaking practice. Overall, English songs have proven to be an effective, interactive, and enjoyable learning tool for improving students' speaking skills, provided they are supported by appropriate teaching strategies and adequate instructional guidance.”

The three previous studies share similarities and differences with the present study. The similarity lies in their focus on the use of English songs in English language learning. However, while the previous studies primarily examined the effectiveness or general implementation of English songs, the present study specifically investigates students' attitudes toward the use of English songs in English language learning at SMAN 1 Tembilahan. This



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indicates a research gap, particularly in exploring students' attitudinal responses within a specific senior high school context. Therefore, this study is expected to contribute both theoretically and practically by enriching the existing body of knowledge related to media use in English language teaching and by providing empirical evidence that may assist teachers in making informed decisions regarding the integration of English songs into classroom instruction.



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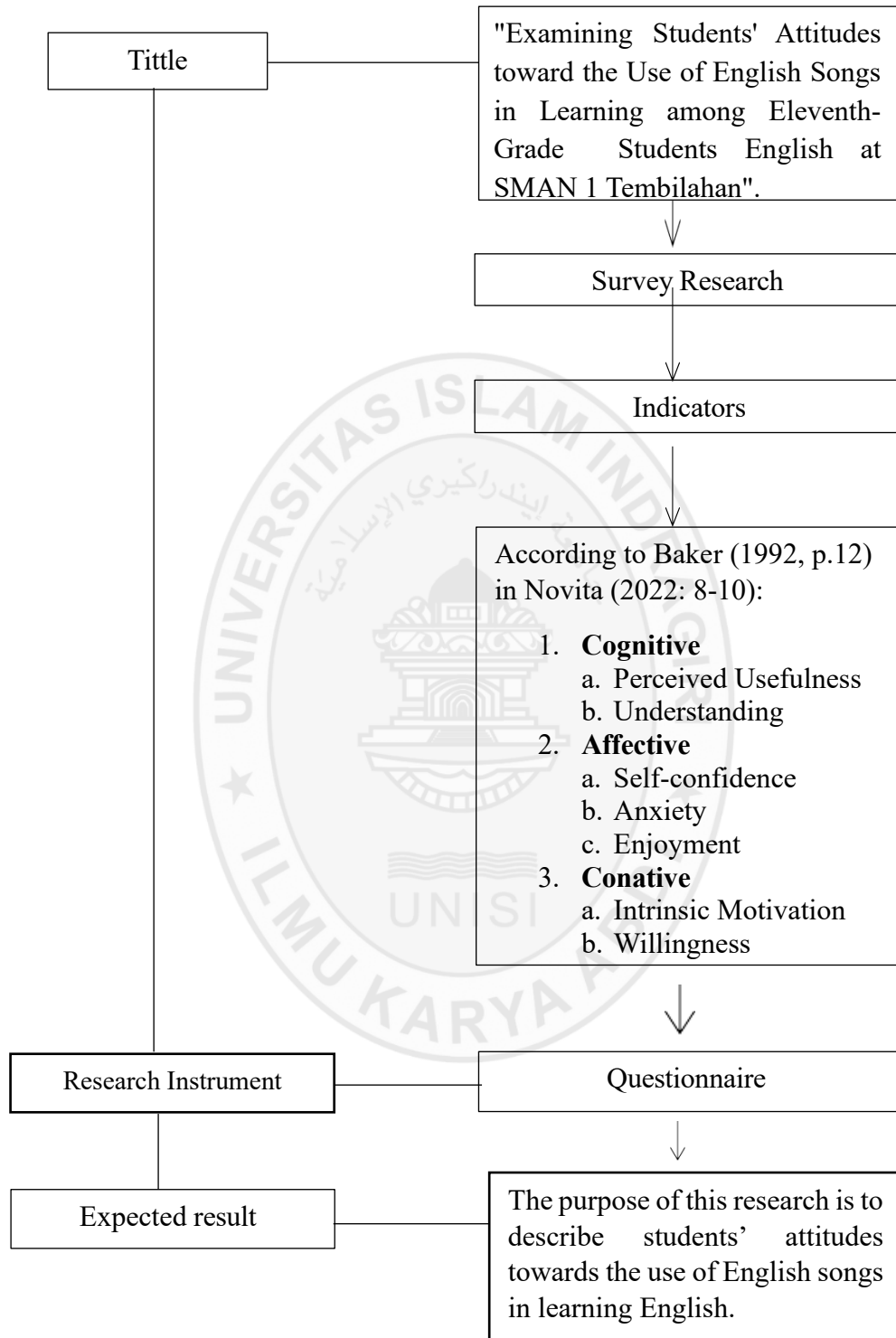
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C. Conceptual Framework





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Based on the conceptual framework above, this study is entitled “Examining Students’ Attitudes towards the Use of English Songs in Learning English.” This research employs a descriptive research design. Furthermore, three attitude indicators, cognitive (perceived usefulness & understanding), affective (self-confidence, anxiety & enjoyment) and conative (intrinsic motivation & willingness) are utilized in the questionnaire to obtain the expected results, namely students’ attitudes toward the use of English songs in learning English at SMAN 1 Tembilahan.