

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contained the review of related literature. It consists of the definition of listening, teaching listening, the definition of song, the difficulties in learning listening skill, the importance of song in foreign language teaching, using song as motivator for students to learning listening skill, teaching listening using song, the effectiveness of teaching listening using song.

A. The Definition of Listening

Listening is one of the language skills. In this case the researcher quoted the definition of listening from Oxford Advanced Learner's Dictionary : To pay attention to somebody or something that you can hear. To take notice of what somebody says to you so that you follow their advice or believe them⁷.

The listening activities develop a wide variety of listening in details, and inferring meaning from context. These exercises often require completing an authentic task while listening, such as taking missing words in completion items, text of the song, or taking telephone messages. The recordings on the class cassettes contain both scripted and unscripted conversation with natural pauses, hesitation and interruption that occur in real speech.

Listening is a very important part of learning English. The important of listening in language teaching can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce

⁷ A.S.Homby, *The Oxford Learner's Dictionary* (New York: Oxford University Press. 1985)

language. In classroom, students always do more listening than speaking. Listening competence is universally “larger” than speaking competence. It is no wonder, then, that in recent years the language teaching profession has placed a concert emphasis on listening comprehension⁸.

Listening is a major component in language learning and teaching first hit spotlight in the late 1970s with James Asher’s (1977) work on Total Physical Response, in which the role of comprehension was given prominence as learners were given great quantities of language to listen to before they encouraged to respond orally. Similarly, the natural approach recommended a significant “silent period” during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were ready to do so⁹.

Listening is an internal process. It is just like reading that cannot be directly observed. It is rather difficult to say what happens when people listen and understand others. Listening and reading are both highly complex process that draw on the knowledge of the linguistic code (language form), cognitive processing skill (the skill to process in the mind). Scheme-based understanding (background knowledge), and contextual cues both with in and outside the text¹⁰.

⁸ Jean Brewster and Gail Allis. *The Primary English Teacher's Guide*. (Harlow: Penguin English, 2003)p.233

⁹ Ibid p.234

¹⁰ Drs.G.H.Persulesy. *Listening Improvement Exercise for Students of English*. (Jakarta : Depdikbud Dirjen Proyek Pengembangan Lembaga Pendidikan dan Tenaga Pendidikan.1988) p.3

B. Teaching Listening

According to Sheath Rixon, the aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life, but there is a large variety of different types of listening in real life¹¹.

Rixon mentions some situations in which listening are important.

1. Listening to announcement in stations, airport etc
2. Listening to the radio
3. Participating in a conversation face to face
4. Watching a film on TV
5. Participating in a meeting, seminar or discussion
6. Taking a part in lesson
7. Listening to talk or lecture
8. Eavesdropping on other people's conversation
9. Participating in a telephone conversation

From the statement above the researcher thinks that listening is very important in every situations of life. It is mean that students have to mastery listening lesson well. It will estrange them from the bloomer. Because in this modern era, many of variety of Listening Lesson be applied in the school. Such as listening to the dialogue of native speaker, listening to the western film which is played on TV or listening to the western modern song.

¹¹ Shelagh Rixon. *Developing Listening Skills*. (London and Basinstoke : Mac Millan Publisher Ltd.1986) p.1-2

It is different between listening and hearing. There is an everyday distinction between hearing something and listening. Hearing is simply the recognition of sound while listening implies some conscious attention to the message of what people said.

The purpose of listening is to know the components in listening and to understand what the listener should do to catch the main point of the sounds¹². In terms of the necessary components, teaching listening helps the students to :

1. discriminating between sounds,
2. recognizing word,
3. identifying “pragmatics unit” such as expressions and sets of utterances which function as whole units to create meaning,
4. connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant object in the situation) in order to construct meaning,
5. using background knowledge (what the students already know about the content and the form) and content (what has already been said) to predict and then to confirm the meaning
6. Recalling important words and ideas.

Successful listening involves an integration of these component skills. In this some, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills,

¹² Michael Rost. *Listening in Action*(UK :Prantice Hall International (UK) Ltd. 1991) p.3

analysis skills and synthesis skills is what we will call a person's listening ability¹³.

The teacher of listening lesson should succeed the listening program. And it is the duty of the teacher. And successful listening requires making effective real time decisions about the kind of the situation from the sounds, the important words and units of meaning, and the kind of sounds' message. In this sense, listening is primarily a thinking process, thinking about meaning as the listeners listen. The way in which the listener makes these decisions is what called a listening strategy.

The teachers of listening program have to be more creative to develop the listening ability of their students. And here is four principles for developing listening ability:

1. Listening ability develops through face-to-face interaction. By interacting in English, learner has the chance for new language input and the chance to check his own listening ability. Face to face interaction provides simulation for development of listening for meaning.
2. Listening develops through focusing on meaning and trying to learn new and important content in the target of language. By focusing on meaning and real reasons for listening in English, learner can mobilize both his linguistic and non-linguistic abilities to understand.
3. Listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learner can evaluate his efforts and

¹³ Ibid.p4

abilities. By having well-devised comprehension activities, learners have opportunities for assessing what have achieved and revision.

4. Listening ability develops through attention to accuracy and analysis of form. By learning to perceive sounds and words accurately as the learner work on meaning oriented activities, the learner can makes steady progress. By learning to hear sounds and words accurately, learners gain confidence in listening for meaning¹⁴.

C. The Definition of Song

A song is a piece of music for accompanied or unaccompanied voice/voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera and oratorio¹⁵. However, the term is, "often found in various figurative and transferred sense (e.g. for the lyrical second subject of a sonata.). The noun "song" has the same etymological root as the verb "to sing" and the *Oxford English Dictionary (OED)* defines the word to mean "that which is sung" or "a musical composition suggestive of song." The OED also defines the word to mean "a poem" or "the musical phrases uttered by some birds, whales, and insects, typically forming a recognizable and repeated sequence and used chiefly for territorial defense or for attracting mates¹⁶.

¹⁴ *Ibid.*p.70

¹⁵ Luise Eitel Peake. "Song". *The New Grove Dictionary of Music and Musicians*, (sixth edition, 20 vols., edited by Stanley Sadie, Vol. 17: 510-523. London: Macmillan Publishers; New York: Grove's Dictionaries .1980)

¹⁶ *The New Shorter Oxford English Dictionary*, (Oxford University Press. 1993)p.2947

A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices. Songs with more than one voice to a part are considered choral works. Songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "pop songs", and "folk songs". Other common methods of classification are by purpose (sacred vs secular), by style (dance, ballad, Lied, etc.), or by time of origin (Renaissance, Contemporary, etc.). Often romantic art songs sharing similar elements were grouped as a song cycle¹⁷.

The structures or musical forms of songs in popular music are typically sectional, repeating forms, such as strophic form. Other common forms include thirty-two-bar form, verse-chorus form, and the twelve bar blues. Popular music songs are rarely composed using different music for each stanza of the lyrics. This form can be used in any structural difference in melodies. A common format would be as listed: Verse, Pre-Chorus, Chorus, Verse, Pre-Chorus, Chorus, Bridge, Verse, Chorus, Middle Eight

The foundation of popular music is the "verse" and "chorus". Both are essential elements with the verse usually played first. The verse is the main part of a song. In popular music a verse roughly corresponds with a poetic stanza. When two or more sections of the song have basically identical music and different lyrics, each section is considered one verse. It is not to be confused with a pre-verse, which is an interlude between the introduction of a

¹⁷ Kamien, Roger *Music: An Appreciation* (3rd edition ed).(New York: McGraw-Hill.August 1, 1997). p. 217

song and its opening verse. Although less common now, the pre-verse technique was popular with the surf music of the 1960s. And chorus is the element of the song that repeats at least once both musically and lyrically. It is almost always of greater musical and emotional intensity than the verse. In terms of narrative, the chorus conveys the main message or theme of the song. Normally the most memorable element of the song for listeners, the chorus usually contains the hook. In popular music, the chorus normally follows the verse¹⁸.

D. The Difficulties in Learning Listening Skill

Of the four language basic English language skills (listening, speaking, reading, writing), listening skill seems to be the most difficult skill to be acquired by students.

There are seven problems in listening skill that students may encounter:

1. Lack of control over the speed at which speakers speak;
2. Not being able to get things repeated;
3. The listener's limited vocabulary;
4. Failure to recognize the signals;
5. Problems of interpretation;
6. Inability to concentrate and
7. Established learning habit.

All these seven problems of students relate to students' different backgrounds such as their culture and educations. Students whose "culture and

¹⁸ Benward & Saker . *Music: In Theory and Practice*, Vol. I Seventh Edition(2003). p.317

education” includes a strong storytelling and oral communication tradition are generally “better” at listening than those from a reading and book-based culture and education background”. Furthermore, students for whom the stress and intonation which occur in English are reasonably familiar have less trouble than those whose own language is based on different rhythms and tones¹⁹. From that point of view, students in Indonesia whose language is made of different tones face a great deal of difficulties in learning listening skills.

E. The Importance of Song in Foreign Language Teaching

No one can deny that music has played a very important part in life. Everyone likes music. It accompanies people every time they feel happy or sad. Music is at everywhere, every time people need it: When people exercise, when they work, when they play, when they worship and even when people die, music is there to reinforce or alter every mood and emotion²⁰. Studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, help people absorb material.

Due to its great value, music and songs have been taken into consideration as a method to teach language it is currently a common practice to use songs in the classroom to support second language acquisition because

¹⁹ Underwood. M. *Teaching Listening*. (New York: Longman. 1989.)

²⁰ “9 Reasons Why You Should Use Songs to Teach EFL” ,*Lynch.L.*(2005), <http://ezinearticles.com/?9-Reasons-Why-You-Should-Use-Songs-to-Teach-English-as-a-Foreign-Language&id=104988>, accessed on 26 May 2012

music can stimulate and motivate students to learn a new language. It is really a language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes²¹.

F. Using Song as Motivator for Students to Learning Listening Skill

Songs can be used to show the emotions of people, it makes people feels happy, helps them ease the pain in the best way. Song also useful to refresh the people mind from many stresses. The music of the song is able to hypnotize the people who listen to it. Besides, songs can be utilized in foreign language teaching for many purposes²². Song can be use:

1. To present a topic, a language point, lexis, etc.
2. To practice a language point, lexis, etc.
3. To focus on common learner errors in more direct way.
4. To encourage extensive and intensive listening.
5. To stimulate discussion of attitudes and feelings.
6. To encourage creativity and use of imagination.
7. To provide a relaxed classroom atmosphere.
8. To bring variety and fun to learning.

²¹ Schoepp, K. *Reasons for Using Songs in the EFL/ESL Classroom*. (The Internet TESL Journal, Vol. 7, No.2. 2001)

²² Davanellos, A. *Songs*. (English Teaching professional. Issue 13 October 1999) p. 13-15

G. Teaching Listening Using Song

Listening is very important in someone's life, by listening he will be able to get information about the world, and listening has become the realization of knowledge and education. Moreover song today has become a famous media to teach many lessons in school. By this method the researcher hopes that students will be more active in listening lesson and never be afraid again about the difficulties of listening lesson. Here are the steps of teaching listening using song:

1. The teacher delivers the students to the material will be given
2. The teacher chooses the appropriate song with the material in that grade.
3. The teacher goes over the instructions with the class, making certain that materials are understood by all the students.
4. The teacher plays the music once. From the first till the end of the song then ensure that the music play on audio tape is audible by the entire member of the class.
5. The teacher plays the music again while the students open their worksheet. And the teacher will pause the song after the missing lyrics. (Giving time to the students to answer the question given).
6. The teacher plays the song one more time from the first till the end of song and let the students check their answer.
7. After the students finished their work, the teacher gives the instruction to exchange their answer with the students who sit behind them.

8. The teacher plays the song again while the students check their friends' answer sheet.
9. The students come forward and write the answer
10. The teacher corrects the wrong answer then explains to the students what it is mean
11. The teacher command to the students to guess what is the title of the song given and explains what it means (the mean of the song given also the moral message from the song)²³.

There are various kinds of listening tasks. And the possible and applicable listening tasks using song in this research should be: Dictation exercise: This is common listening exercise which is usually practices in the earlier years of school education. It requires students an integrative knowledge of the phonological, syntactic and semantic systems of a language. To do this task, teacher gives students handout, omitting some sentences of the text, then plays the tape and asks students to listen to the text and write the missing sentences down²⁴.

²³ Kulliyatul Mu'allimin Al-Islamiyah, *At-Tarbiyahwa-t-Ta'lim muqorror lissanah assadisah*. (Ponorogo: Darussalam Pres. 2003), p.57

²⁴ Penny Ur, *Teaching listening comprehension* (New York: Cambridge University Press. 1984)

H. The Effectiveness of Teaching Listening Using Song

From many reasons above the researcher conclude that the song can be used to teach the listening lesson. And because the song today is very famous and many of students are like it, song may be the effective method to teach listening lesson. The students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody²⁵. Because a song is a useful tool for language learning and teaching²⁶.

Probably the most advantage to using songs to the young learner classroom is that they are enjoyable. Most students enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment.

²⁵J. M. Purcell, *Using songs to enrich the secondary class* (Hispania: 1992 75(1))p.192-196.

²⁶L. Cameron, *Teaching languages to young learners*. (Cambridge, England: Cambridge University Press)p.31