

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the highlight of what be covered in this study. Those are listening, review of vocabulary mastery, and review of previous studies. The explanation of them stated as follows.

A. Listening

1. Review on the Habit of Listening to English Songs

a. Description of Habit

Jack Richard et al. (1990: 128) stated that; "Habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition. "In line with Weiner said that; "Habit is a response that has become relatively automatic through practice". Furthermore, Good (1979:274) gave more definition that habit is an act, movement, or pattern of behavior that through practice has become easy and familiar, and is performed without conscious thought, hesitancy, or construction. From the definition above, it can be drawn a brief inference that habit is a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. Afterward, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related to the hobby, talent, a favorite activity or personal preference continuously, though it is done unconsciously.

2. Definition of Listening Skill

Brown (2001:247) states that the importance of listening in language learning can hardly be overestimated. Listening skill is an activity to identify and understand what others are saying. Through reception, we internalize linguistic information without which we could not procedure language. In the classroom, students always do more listening than speaking. In Indonesian, English as a foreign language has been learned at school. From elementary school until senior high school. It has four skills that have to be mastered by students. These skills are listening, speaking, reading and writing. From that skill we know he felt difficult to be mastered is listening because it has more need to understand the material. People cannot express their opinion and ideas in English without listening.

Buck (2001:31) states that "listening comprehension is an active process of constructing meaning, and that this done by applying knowledge to the incoming sound". He also stated that "listening comprehension is a process that is a very complex process, and if we want to measure it, we must first understand how that process works". Listening is important to students in the classroom because in listening, students can improve their speaking and of listening is fundamental of speaking skills. Based on the statement above, it can be said that listening comprehension is one of the language skills that are frequently used in everyday life. We spend our time mostly for listening for our lectures, radio, television, movie, videos, music, youtube, etc. in order to communicative effectively we have to be able to hear what the other person is speaking every day.

Helgesen (2003:23) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Rost (2002:24) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation): constructing and representing meaning (constructive orientation): negotiating to mean with the speaker and responding (collaborative orientation): and, creating meaning through involvement, imagination, and empathy (transformative orientation).

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which learners match what they have heard with what they have already known. It is process to start mind. We must pay attention with the listening, then we can easily study the other skills.

3. The Teaching of Listening

Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Maria (1998) states that the school establishes one day in a week to use the English language, so the students will be familiar with the listening process. If students familiar in the listening process, it will be improved their other skills example speaking, so they can speak well. Based on *Kurikulum SMP Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMP are to make the learners have the ability:

- a). to improve communicative competence in written and oral form to reach the functional literacy level.
- b). to have an awareness that English is important to improve nation competitive ability in a global community, and
- c). to develop understanding feedback of the learners between language and culture.

Brown (2007) states that there are some principles of teaching listening skill that should be known by the teacher. First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses the difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. Fifth, the teacher should always ask the students to listen to the purpose of listening and ask them to show their comprehension in a task. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

Underwood (1989), there are several ways of improving students' listening ability such as: listening to the news, listening to the stories, listening to music

and song in English. Learning English with a song can make the students enjoy themselves and decrease their mental blocks. By listening song, students collect new vocabularies and know how to pronounce them well. Usually, they will find new words in the song then search for the meaning and its spelling immediately.

From the statement above we can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

4. Description of Listening to English Songs

Listening is different from hearing as Blumenthal said that hearing and listening are two different things. Listening is educated hearing in another word, it is hearing for the purpose (1963: 186). So listening needs more attention related to the mind than hearing. While according to Rivers and Temperly, listening is a complex operation integrating the distinct component of perception and linguistic knowledge in ways that are at present poorly understood (1998: 63). Furthermore, listening is an active process of construction a message from a stream of sound with what one knows of the phonological, semantic and syntactic potentialities of the language.

Another definition of listening is given by Brown and Yule that listening is the act of paying attention to and trying to get the meaning from something we hear (1983). From the definition above, it can be concluded that listening is an

active process of paying attention to and trying to get the meaning from something we hear which is at present unknown. Song, as Griffie states are pieces of music that have words (1992:3). The main parts of songs are music and words, while the music itself is related to rhythm. A group of words without music to perform them cannot be included as a song. A song is generally performed in a repetitive pattern here is that in a song, there are usually several lines of the song, which are repeated twice, or more what a so-called "refrain" when they are performed. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or composition involving more voices. Songs can be broadly divided into many different forms. There are art songs, pop songs, and folk songs.

1) Art Songs

Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally, they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

2) Folk songs

Folk songs are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

3) Popular Songs

Modern popular songs are typically distributed as recordings and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs may be called pop songs for short, although pop songs or pop music may instead be considered a more commercially popular genre of popular music as a whole. English songs, therefore, are groups of English words performed in rhythms called music.

We may conclude that singing and listen to English song is the activity of producing English words and music with their voice, which is often contrasted with speech and the activity of paying attention and trying to get the meaning from groups of English words contained in the song.

B. Review of Vocabulary Mastery

1. The Description of Vocabulary Mastery

Vocabulary Mastery is important for students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words (Lewis and Hill 1990: 12) According to (McWhorter, 1989: 310) states vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letter that form of word. Interpreting from McWhorter theory, vocabulary is

recognized from a group of letters that stand for or represent builds a word; this word has meaning. Another state combining a letter into a word, it will build a new vocabulary. Furthermore, Hornby (1995: 133) defines vocabulary as (1) the total number of words in a language; (2) all the words known by to a person or used in a particular book, subject, etc; (3) a list of words with meaning. Nation in Schmitt (1991: 6) states that vocabulary knowledge is only one component of language skills such as reading and speaking. It can be said that vocabulary is one of the elements in the language. Among all the elements of language have interaction with others elements. Language knowledge well can be known from the vocabulary used.

Another opinion (Ur, 1996: 60) defines vocabulary as the words we teach in the foreign language. Interpreting from Ur, vocabulary is a number of English words which is taught to students in teaching learning process. Related the learning process in school, vocabulary which is learned should be appropriated with the curriculum. Reading vocabulary mastery is all the words someone can recognize when reading, writing and speaking to. In conclusion, the researcher tries to define the definition of vocabulary based on all of the theory above as a list of words for a particular language including the meaning taught by teacher classroom. Vocabulary which is taught by the teacher should be appropriate with the curriculum and environment of students.

2. Type of Vocabulary Mastery

Haycraft (1997:44) distinguishes the kinds of vocabulary into two parts.

They are :

1) **Active vocabulary**: the words which students can understand, pronounce correctly, and uses constructively in speaking and writing. Harmer (1991:159) adds that active vocabulary refers to vocabulary that students have been taught or learned and which they are expected to be able to use. Active vocabulary is productive learning referring to speaking and writing.

2) **Passive vocabulary**: words which the students recognize and understand when they occur in context, but which learner himself cannot produce correctly. Harmer (1991:159) also add that passive vocabulary refers to words which the students will recognize when they meet them but they will probably not be able to produce. Passive vocabulary is receptive learning referring to reading and listening.

The learners are hoped to have these vocabularies to master the English language. As we know that in English, there are four skills. They are speaking, reading, listening, and writing. Several people say that if someone has a good vocabulary acquisition, he or she will do the exercise in reading or listening comprehension. He or she can also write everything that he or she wants to write. On the other hand, someone will have a doubt to speak English if he or she does not have a good vocabulary acquisition. He or she even gets some difficulties when he or she does the task in reading and listening comprehension test.

3. The Indicator of Vocabulary Mastery

Vocabulary is recognized from the group of letters that stand for or represent builds a word; this word has meaning. Another state combining a letter into a word, it will build a new vocabulary. According to Crystal, (1999:206), there are some indicators of vocabulary mastery:

1) Part of Speech

a) Noun (Noun phrase)

Noun is a word (or group of words) that is the name of person, a place a thing or a quality or idea; noun can be used as subject or object of a verb.

The example of word:

- Book
- Walking
- Town hall

The example of sentence:

- I recommended this book
- I dont need a walking stick
- Meet me at the town hall.

b) Pronoun

Pronoun is a word that is used in place of a noun or a noun phrase.

The example of word :

- Her

The example of sentence :

- Jane's husband love her.

- | | |
|--------|--------------------------------|
| - She | - She meet him two years a go. |
| - Him | - Look at him. |
| - They | - They dont talk to much. |

c) Adjective

Adjective is a word that gives more information about a noun or pronoun.

The example of word :

- Kind
- Better
- Best

The example of sentence :

- What a kind man!
- We all want a better life.
- That's the best thing about her.

d) Verb

Verb is a word (or group of words) which is used in describing an action, experience, or state.

The example of word :

- Write
- Ride
- Be set out

The example of sentence :

- He wrote a poem
- I like ridding a horse
- She out on her journey

e) Adverb (adverbial phrase)

Adverb is a word (or group of words) that describes or add to the meaning of a verb, adjective, another.

The example of word :

- Sensibly
- Carefully
- At home

The example of sentence :

- Please walk sensibly.
- He walk a cross the bridge carefully.
- I like listening to music at home.

f) Preposition (prepositional phrase)

Preposition is a word (or group of words) which is used to show the way in which other words are connected.

The example of word :

- on top of
- of
- in

The example of sentence :

- You will find it on top of cupboard.
- Bring me a bottle of Fanta.
- Put that in the box.

g) Determiner

Determiner is a word that introduces a noun. It always comes before a noun, not after, and it also comes before any other adjectives used to describe the noun.

The example of word :

- The
- A, An
- My, your, etc.

The example of sentence :

- The sun shines.
- He buys a cup of coffe.
- I wash my clothes.

h) Conjunction

A word that connects sentences, phrases, or clauses.

The example of word :

- And
- So
- But

The example of sentence :

- I buy chocolate and juice .
- My car broke down, so I went by bus.
- I like it but I can't afford it.

2) Word Building

Gairns and Redman (1998 : 47) state that there are three main froms of word building which characterize English, namely:

a) Affixation

Affixation is the process of adding prefixes to the base item; in this way items can be modified in meaning and/ or changed from one part of speech to another to another. For instance, to the base from 'man', prefixes and affixes can be added in the following way :

Man

Man + ly

Un + man + ly

Un + man + ly + ness

b) Compounding

Compounding is the formation of words which can independently in other circumstances.

For example :

- Table tennis
- Time-consuming
- To sightsee

c) Conversation

Conversation is the process by which an item may be used in different parts of speech, yet does not change its form.

For example :

- We've just had a lovely swim.

I can't swim very well.

- He works in the export company

We export a lot of goods.

3) Word Meaning

The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language called as sense relation (Gairns and Redman; 1998: 22).

a) Synonym

Synonym means that two or more words have the same meaning (McCarthy, 1990: 14). Synonym refers to groups of words that share a general sense and so may be interchangeable in a limited number of contexts, but which on closer inspection reveal conceptual differences (Gairns and Redman; 1998: 15). In other words, synonymy refers to a word having the same or nearly the same meaning as another word.

For example :

- Flat = apartment - Sofa = settee
- Kid = child

b) Antonym

According to Crystal (1999: 165), antonym can be defined as lexemes which are opposite in meaning. It refers to a relation of oppositeness of meaning.

For example :

- Alive >< dead
- Wife >< husband
- Female >< male

c) Hyponym

Crystal (1999: 165) said that hyponym is a less familiar term to most people than either synonymy or antonym, but it refers to a much more important sense relation of inclusion.

4. Important of Vocabulary Mastery

Vocabulary is one of the language skills that important in learning a language. Mastery of vocabulary becomes the requirement of successful communication. Vermeer in Schmitt (1997: 140) states knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. It can be stated that in the interaction of language the main important point understands the meaning. Grammar knowledge does not absolute to understanding the language.

Rivers, as quoted by Zimmerman (in Coady and Huckin; 1997:11), states that excessive vocabulary learning early in the course gives students the impression that the most important thing about learning a language is accumulating new words as equivalents for concepts which they can already express in groups of words and in combinations of language segments, and that the meaning of an individual words is usually difficult to determine when it is separated from a context of other words and phrases. Laufer (In Schmitt and McCarthy; 1997: 140) quotes some Second Language Acquisition (SLA) researchers' statements, no matter how well the students learned grammar, no matter how successfully the sound of L2 are mastered without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. (McCarthy; 1990: 8).

From the statements above, Vocabulary mastery is knowledge of a list or set of words for a particular language to make up language either in oral or written

communication. Vocabulary is very important to be mastery by the students in learning a foreign language because it is central to language and it is basic to communication. Students have to master vocabulary well before they master other skill.

C. Review of Previous Study

There are some researches in concerning on correlation between habit on listening English and vocabulary mastery which has conducted by the researchers. What are mentioned below will explain the finding of those researches?.

The first is a research from Sarining Setyo Mubarak thesis entitled “ A Study of Correlation Between Vocabulary Mastery, Habit of Listening to English Songs and Speech Skills of Eleventh grade Students Nogosari 1 Year Teaching 2016/2017” from English Education Department Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta. The difference between the research conducted by Sarining Setyo and the research is in the variable: Sarining Setyo has conducted research on three variables, namely vocabulary mastery, habit of listening to English songs and speech skills. The same is the first variable, namely vocabulary mastery, and the second is habit of listening to English songs. While the researcher has two variable in this research.

The second is a thesis entitled. “A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013” by Zara Firsty Meutia from English Education Study Program Sebelas Maret University Surakarta. There are three variable in this research this is different

research from the researcher which has a two variables. The same research is variable listening to English song and vocabulary mastery.

The third is a reaseach entitled “the Correlation Between Students’ Ability in Listening to the English Songs and Their Vocabulary Mastery”. It is conducted by Jiaty Endah Sari in e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 – ISSN 2331-1841. From the journal found that the students’ achievements in listening and vocabulary tests are good. The difference between the research conducted by Jiaty Endah Sari is in the variable. In the journal, Jiaty uses variable Students’ Ability in Listening to the English Songs but in the reasearch uses students’ habit in listening to English songs. The same from the research is the second variable there are vocabulary mastery and the research is correlation.

The fourth is a research entitled “ The Correlation Between Students’ Listening English Songs Habit and Their Listening Skill at the Second Semester of The Eleventh Grade of MA Al-Islam Bunut Pesawaran in the Academic Year of 2016/2017” by Nurkholis Solehudin from English Education Department Islamic Education and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. The difference between the research conducted by Nurkholis Solehudin is in the variable. In the second variable, Nurkholis uses variable listening skill but in the reasearch uses vocabulary mastery. The same from the research is the first variable there is listening English song but not habit