

CHAPTER II

REVIEWED OF LITERATURES

This chapter deals with the theories related to the title and formulation of the problem. The theories are about song and teaching listening.

A. The Nature of Listening

1. Definition of Listening

Ideas, messages, feelings and information can be extended by human being through language; verbal or non-verbal, these are part of language. Linda and Heun (1986:8) argued that listening is a process receiving, attending to, and assigning of aural stimuli. It means that listening is not just a listen of an information but it is a process of receiving, attending to, and assigning of information by aural stimuli.

Thomlison (1984:13) said that listening to include "active listening" that listeners hear to understand empathy speaker. So researcher thought that listening is listen the speaker said then thought what the speaker said and respond what the speaker said.

Anto Santoso (2004:15) in his thesis entitled "The Ability of Junior High School in Listening Songs" define listening is entangled the pronunciation or speakers' accent, his vocabulary, his grammar and grasping the main idea. It means that listener listens the speaker while understanding the pronunciation or speakers' accent, he has to

understand the speakers' vocabulary because listener must be understand what the speaker said to respond first.

So researcher can conclude that listening is a process of receiving, attending to, and assigning of aural stimuli to understand the speakers' empathy so listener have to understand the accent of the speaker, vocabulary and grammar that use by speaker at first.

2. The Purposes of Listening

Nunan argued, listening have some purposes can be categorized into the 9 types:

- a. To get information
- b. To distinguish between fact and opinion
- c. To identify the ideas
- d. To summarize ideas
- e. To make conclusion
- f. To follow directions
- g. To gratify the listeners' sense
- h. To sense emotion and moods through words use manner of delivery
- i. To form sensory images, and to discriminate between sounds.

In addition, Nunan also categorized into two main purposes. There are listening to gain information and listening for pleasure. Listening to gain information such as listening teacher, then listening breaking news. Moreover listening for pleasure like listening music.

B. Teaching Listening

Saha and Talukdar stated most of the activity in language class rarely practicing is listening. Teacher can be helping students develop sound strategies for comprehension through a process approach to teaching listening. It can be help students learn about listen and develop the metacognitive knowledge and strategies to success of listening comprehension. Furthermore researcher is going to explain about some points related with listening, such as:

1. The technique of teaching listening

Richard and Renandya divided the techniques of teaching listening into pre-listening, whilst-listening and post-listening.

a. Pre-Listening

Pre-listening is activity that doing to warm up the students knowledge in several ways. This function is to reference and draft by giving prior knowledge of this listening activities. Vandergrift as quoted by Saha and Talukdar states the pre-listening activities are:

- 1) Introducing the topic and information about a topic through a comment on a picture.
- 2) Activating their knowledge with discussion. So in this session students free to speak up about the topic with their friends.
- 3) Explained about the contextual information and vocabulary to comprehend the topic. In this regard showing the picture, or maps.

- 4) Informing them about the purposes of this listening, their roles, and the type of text.

b. Whilst Listening

Whilst listening is the main of listening activities. The purposes of the activities is directly related to the text and listeners are asked to do durig after listening. Saha and Talukdar assumed that there are many veried tecnique to teacing listenng according the purposes and objectives. Those are: attentive listening, selective listening, interactive listening, extensive listening and intensive listening:

- 1) Attentive listening. Attentiveness is a conditions when listener lapse their understanding and attention like losing interest, inability to keep up with, losing track of goals, less confident. So teachers can help them by talking with them to less their stress, then motivate them by aurals response.
- 2) Selective listening. It entangles listening to select part of the text, like name to predict information and select “cues” surrounding them.
- 3) Interactive listening, is a real liistening tested. Because listener have to respond what they listened and absorb what the information. Such as students listening their teacher while learning activities, and interviewing and being interviewed.
- 4) Extensive listening is easiest type than other types, because in type developes overall comprehension of the text. In the other hand listener does not require to follow every word and understand them.

5) Intensive listening is the important to understand what the language form as we have tounderstand both of lexical and grammatical units of the meaning.

c. Post Listening

This is the last activity in listening section. Saha and Talukdar said post listening is activity can be use to check the listening comprehension, evaluate the listening skill, it can be evaluate the listening strategies, and the use of knowledge obtained to other contexts. Activities of post listening include pronunciation practice or studying gramatical. The activities succs summeries what they get in whilst activity, can be doing dialogue with their group, role play, or practicing pronunciation or discussion group.

2. The Strategies of Teaching Listening

In teaching listening there are two types stretegies to teaching listening. Those are can be identified as the bottom-up and top-down processing models.

a. The bottom-up strategy, Schwartz stated that the bottom-up strategy is the listener trades on the massages of the language that is the combination of sound, word and grammer which creates the meaning. The strategy includes:

- 1) Listening for specific details
- 2) Recognizing cognates

- 3) Recognizing word-order patterns
- b. The top-down strategy, she also assumed the top-down strategy is listener relies on the background of the topic, then situation or the context, the last is the language. Top-down strategy includes:
 - 1) Listening for the main idea
 - 2) Predicting
 - 3) Drawing inferences
 - 4) Summarizing

3. Some Factors that Affect the Difficulty of Listening Comprehension

Besides its principles, there are also other factors in listening that are supposed to be paid attention to. Brown and Yule as quoted by Nunan states, “There are four main factors affecting the difficulty in listening”:

- a. Speaker factors. The number of speakers in a recording needs to be taken into account. If there are two or three speakers, it should be consider if it contribute difficulty to the hearers. Secondly, what accent and the speed of conversation in the recording.
- b. Listener factors. What to be considered in this point is that the role of the listeners – whether they are participants in the listening activities, level of response, and interest.
- c. Content. The grammar, vocabulary, and the information structure should fit student’s level. Moreover, they should sufficiently have background knowledge of what they are listening to.

- d. Support. This point deal with visual aids that might help students feels at ease while listening. It is about whether students are provided with enough pictures or diagrams.

Lim stated in his article there are some guidelines for the teachers to help them to support the listening activities to be successful, they are: Noise, equipment, repetition, content, record your own tape, video, and homework:

- a. Noise

Reduce distractions and noise during the listening segment. The teacher may need to close the door or the windows or ask the children in the room to be quiet for a few minutes.

- b. Equipment

If cassette players are used, make sure it produces acceptable sound quality.

- c. Repetition

Read or play the text a total of 2-3 times. Tell the students that we will repeat it. This will reduce their anxiety about not catching it all the first time. We can also ask them to listen for different information each time.

- d. Content

Unless our text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for the class level in topic, speed, and vocabulary.

We may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-uh')

e. Record your own tape

Write appropriate text (or use something from the textbook) and have another. Encourage them to listen to public announcements in the listening task to do between classes. English speaker read it onto tape. Copy the recording three times so we do not need to rewind. The reader should not simply read three times, because the students want to hear the exact repetition of the pronunciation, intonation, and pace, not just the words.

f. Video

We can play a video clip and ask the students to make predictions about the theme of the dialog. Then play it again with the sound "on" and discuss why they were right or wrong in their predictions. We can also play the sound without the video first and show the video after the students have guessed what is going on.

g. Homework

Give the students a listening task to do between classes. Encourage them to listen to public announcements in the airports, bus stations, supermarkets, and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete.

Second language learners need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to.

4. Teaching Listening Comprehension at Senior High School (SMA)

According Traylor (2003) listening is one of language skills that must be mastered by the students. Senior high school or SMA students are expected to be able to communicate using English well. If they are accustomed to listening, they will be able to communicate easily. At Senior High School, English is taught as a compulsory subject and the implementation of teaching English is based on Standard of Content English Curriculum. Listening gets equal attention to other skills in the curriculum. Traylor wrote that listening determines one's success in learning a language. Thus, we should give attention of its existence both in formal and informal education.

English is a mean of communication among people both in oral and written forms. The students are expected to be able to communicate and to understand or produce a spoken and written language which is actualized in the four skills: listening, speaking, reading and writing. The teachers should try to give the students more appropriate, interesting materials which are familiar to them because different students have different interest. The point in teaching listening is that it ought to be easier for students to understand content that they are more familiar. When they are

familiar with the topic and have background knowledge of it, they will be able to predict what may be said or what the content of the topic is since they have some background knowledge of the topic.

C. Flipped Learning

Flipped learning or flipped classroom is a modern way to teaching. According to Graham Brent (2013) Flipped classroom is a strategy that can be given by educators with ways to minimize the amount of direct instruction in the practice of teaching them while maximizing interaction with each other. This strategy utilizes technology that provides additional support to students who are learning material can be accessed online. This frees up class time which had previously been used for learning.

Instructor flipped classroom model adopted to provide classroom teaching or instructional content for homework. In preparation for the class, students are required to view the instructional video. According to Tucker in Amy Roehl (2013) students use the time in class to work to solve the problem, concept development, and engage in collaborative learning.

So, from the explanation above can be drawn conclusions about the advantages and disadvantages applying the flipped classroom, especially to apply in Indonesia

1. Advantages flipped classroom, namely:
 - a. Students can repeat the video until he really understand the material, unlike ordinary learning, when pupils are less understood then the

teacher should explain again until the student can understand so that less efficient.

- b. Students can access the video from anywhere as long as it has an internet connection is sufficient, can even be downloaded and more satisfied to watch it over and over again.
 - c. Efficient, because students are required to study the material at home and in the classroom, students can better focus to the difficulty in understanding the material or his ability to solve problems relating to such material.
2. Disadvantages flipped classroom, namely:
- a. To watch the video, at least the required one unit of computer or laptop. This will make it difficult for students who do not have a computer / laptop, they have to go to the cafe to access the video.
 - b. Required pretty good internet connection to access the video. Especially in Indonesia which entered the list of slow Internet connection, especially if the file is large, it will take quite a long time to open or download it. There are quite a lot of students who are clueless that they require more time to access the video.
 - c. Students may need a lot of the support to make sure they understand the material presented in the video and the students are not able to ask questions to the instructor or their peers if you watch videos only.
 - d. In implementasinya in Indonesia, flipped classroom can only be applied in schools where students already have facilities that are

adequate considering this strategy requires students to watch the video tutorial at home.

D. Review of Song

1. Definition of Song

Griffiee (1995:3) as cited by Rozova (2007:10) defined song is music that have word. Then instrumental music as follow symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar. So music is a set of word that called lyrics followed by instrumental music which sings by singer.

Talking about music, people can not be separated by music. Murphey (1992:9) as cited by Siskova (2008:9) states what usually people do with music, such as:

- a. Listen
- b. Sing, hum, wistle,tap, and snap fingers while we listen
- c. Sing withouy listening to according'
- d. Talk about music
- e. Talk about the lyrics
- f. Talk about video clips
- g. Use songs and music to set or change an atmosphere or mood
- h. Use songs and music to create a social environment, form a feeling of community, dance, make friends and lovers
- i. Read about the production, performance, effect, authors, producers,

audiences of music and song

- j. Use music in dreams
- k. Use music and song to make internal associations between the people, places and times in our lives, so they become the personal soundtrack of our lives.

Song can be provided the imagination for listener. So, song can motivated the listener through the lyrics. The language of the lyrics in a song usually easy to understood. It can be motivated and makes a good relation between teacher and students. Song is a flexibility method to enhance the listening skill, because it can be listening inside classroom or outside classroom. Song can make the students feel enjoy to learning listening.

From those explanation above, researcher can conclude that song is a part of music with word that called lyrics that can sung by singers. It can be a material for teaching language, especially for English learners because song have good influence for people.

2. Definition of lyrics

Lyrics is set of word in music. There are some explanation about lyrics. According Eckstein (2010:113) lyrics is different from poem poetry. Song lyrics is composed for singing. He also states as follows the most distinctive marker that distinguishes song lyrics from written poetry, after all, is that they are sung and that the verbal meaning of the words is set in relation to the musical meaning of their vocal embodiment and if

applicable, musical accompaniment. The words of songs, that is to say are always double encoded as both verbal and musical referents.

Hence, lyrics of song is set of words that be sung by singer. It consists of word that as art. Each lyric that be sung usually describe the culture of the country. It is obvious that lyrics is always sing by singer followed with music.

3. The Use of Song Lyrics as Material in the Classroom

When choosing materials for teaching, should be consideration before giving to the students. There are some criteria have to be taken into account. Revel and Breary (1988:6) as cited by Rozova (2007:31) stated that “materials should be creative, interesting, fluency-focused, task-based, problem-solving focused, humanistic, and learning centered”

Based on theory above, the researcher is going to use some consideration. It conveys that the material is interesting to their level, learning centered, it also can be mention creative because the selection of song itself and it material is classified visual because the student is going to get some sheets of song lyrics that can be used for singing together after listening the song. Penny (1992:30) as cited by Rozova (2007) said that “Visuals have an important function as aids to learning, simply because they attract students’ attention and help and encourage them to focus on the subject in hand”.

Hence, in teaching listening through song lyrics as treatment, it meets some criteria of interesting and visual aids, etc. Because, in the

classroom, the students can learn the material and sing together the song by guided the lyrics.

In this research, the researcher is going to use three songs, entitled “Perfect” by Ed Sheeran, “I Believe I Can Fly” .The lyrics of each song as the treatment can be seen in Appendix 1

Rixon (1986:38) as cited by Rozova (2007:19) stated that “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation”. Based this theory, researcher is going to choose these songs because the songs are very easy listening/clear pronunciation, familiar/popular, and slow. It is hoped that the students enjoy with all these songs.

4. Importance of Listening Song Lyrics in the Classroom

Michael Rost (1991:3) as cited by Rozova (2007) stated that listening “in terms of the necessary components”, which listening consists of.

- a. Discriminating between sounds
- b. Recognizing words
- c. Identifying grammatical groupings of words
- d. Identifying ‘pragmatic units’ – expressions and sets of utterances which function as whole units to create meaning
- e. Connecting linguistic cues to paralinguistic cues (intonation, stress) and to nonlinguistic cues (gestures) in order to construct meaning

- f. Using background knowledge and context to predict and then to confirm meaning
- g. Recalling important words and ideas

Based on theory above, in conducting the research, the researcher is going to apply the missing lyrics (fill the blank) by listening the song. Then students answer some questions. The students is going to demand to be recognize the words (lyric) while listening the song. So, it is needed concentration.

E. Previous Related Study

The previous study was conducted by Syarasifa. She examined of integrating Flipped classroom model to enhance the student speaking skill. She start her study on February 2017 to January 2018. On this research, researcher use two classes, the first class as a control group and the second class as a experimant class. The researcher start for preliminary study with interview of some students, then she get the problem from the students. Next she make a criteria of succes and learning program. Then on January 2018 she conducted qualitative and quantitative study. For the first, she tested some test for both classes. Then she conducted qualitative study by interviewed for some students of experimental class. This model made the students were more enthusiast, more enjoyable, more confident, and unafraid to discuss spontaneously to each other. This model also contributed well towards their vocabulary, pronunciation, fluency, and the background knowledge about the topic.