

CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter, the writer presents discussion about review of the theoretical background and review of previous studies.

2.1 Definition of Listening

Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions. Listening needs active involvement, effort, and practice. In listening, people respond to or receiving sounds intentionally and pay close attention to what is said by others who have started to involve the mental element which means mental activity has arisen.

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. Those sub components of listening are well explained by (Rost,1994) as he draws a particular list of components to master when dealing with this skill:

1. Discriminating between sounds .
2. Recognizing words.
3. Identifying stressed words and grouping of words.
4. Identifying functions (such as apologizing) in conversations
5. Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.

6. Using background knowledge and context to predict and then to confirm meaning.
7. Recalling important words, topics and ideas.
8. Giving appropriate feed back to the speaker.
9. Reformulate what the speaker has said.

2.2 Stages in Listening

There are many factors that can interfere with listening, so people need to be able to manage a number of mental tasks at the same time in order to be a successful listener. Joseph DeVito has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.

1. Receiving

Receiving is the intentional focus on hearing a speaker's message, which happens when someone filter out other sources so that he can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, people are still only hearing the message.

2. Understanding

In the understanding stage, people attempt to learn the meaning of the message, which is not always easy. For one thing, if a speaker does not enunciate clearly, it may be difficult to tell what the message was—did your friend say, “I think she’ll be late for class,” or “my teacher delayed the class”? Even when people have understood the words in a message, because of the differences in their backgrounds and experience,

they sometimes make the mistake of attaching their own meanings to the words of others. For example, say you have made plans with your friends to meet at a certain movie theater, but you arrive and nobody else shows up. Eventually you find out that your friends are at a different theater all the way across town where the same movie is playing. Everyone else understood that the meeting place was the “west side” location, but you wrongly understood it as the “east side” location and therefore missed out on part of the fun.

3. Remembering

Remembering begins with listening. If someone can't remember something that was said, he might not have been listening effectively. Wolvin and Coakley (1996) note that the most common reason for not remembering a message after the fact is because it wasn't really learned in the first place. However, even when someone is listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with detail call for highly developed listening skills. Moreover, if something distracts the attention even for a moment, it could miss out on information that explains other new concepts heard when it begins to listen fully again. It's also important to know that it can improve the memory of a message by processing it meaningfully—that is, by applying it in ways that are meaningful.

4. Evaluating

The fourth stage in the listening process is evaluating or judging the value of the message. Someone might be thinking, “This makes sense” or, conversely, “This is very odd.” Because everyone embodies biases and perspectives learned from widely diverse sets of life experiences, evaluations of the same message can vary widely from one listener to another. Even the most open-minded listeners will have opinions of a speaker, and those opinions will influence how the message is evaluated. People are more likely to evaluate a message positively if the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made.

Unfortunately, personal opinions sometimes result in prejudiced evaluations. If a listener has a strong bias against foreign accents, the listener may not even attempt to attend to the message. If there is a mistrust a speaker because of an accent, it could be rejecting important or personally enriching information. Good listeners have learned to refrain from making these judgments and instead to focus on the speaker’s meanings.

5. Responding

Responding, sometimes referred to as feedback, that is the fifth and final stage of the listening process. It’s the stage at which someone indicate his involvement. Almost anything that do at this stage can be interpreted as feedback. For example, someone is giving positive

feedback to his instructor if at the end of class he stay behind to finish a sentence in his notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.

1.3 Types of Listening

Listening is a process where one pays attention to the sounds and try to understand the meaning conveyed by the sounds. People sometimes pay more attention to their speaking skills and ignore listening skills as they think that listening happens on its own. However, listening is the most important interpersonal skill that one should work on. When someone engage in listening, he is doing so for many different reasons depending upon the goals in which he is trying to achieve. There are different types of listening that are essential to know when deciding what the goal as the listener is. The types of listening are discriminative, appreciative, empathetic, critical, informative, intensive, and extensive

1. Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If someone cannot hear differences, then he cannot make sense of the meaning that is expressed by such differences. People learn to discriminate between sounds within their own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language

perfectly, as they are unable distinguish the subtle sounds that are required in that language. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. Listening is a visual as well as auditory act, as communicate much through body language. It also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

2. Appreciative listening

In appreciative listening, people seek certain information which will appreciate, for example that which helps meet their needs and goals. They use appreciative listening when they are listening to good music, poetry or maybe even the stirring words of a great leader.

3. Empathetic listening

When people listen empathetically, they go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When they are being truly empathetic, they actually feel what they are feeling. In order to get others to expose these deep parts of themselves to them, they also need to demonstrate their empathy in their demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

4. Critical Listening

Critical listening is where the listener is also trying to weigh up whether the speaker is credible, whether the message being given is logical and whether or not they are being duped or manipulated by the speaker.

5. Informative Listening

Informative listening refers to listening for information and for the speaker's message. To know the speaker's message, informative listeners will listen for key words, will concentrate to recollect important concepts, and can log important information in their memories.

6. Intensive Listening

The other type of listening is the intensive listening. The ability to listen intensively is considered to be an essential part of listening proficiency. It refers to "the process of listening for precise sounds words, phrases, grammatical units and pragmatic units" (Rost, 2002, 138). EFL teachers in dealing with the intensive listening according to Harmer (1998) prefer to use audio tapes as their favorite material in the class since it gives students the opportunity to listen to a variety of voices with different accents, different topics with different genres because it provides the learner with a big source of language input. As far as intensive listening is concerned, it invites the learners to fulfill different characters specially when real people are talking in a real life situations, interact with speakers, interrupt them and why not posing for clarification and this is often what's named "live listening". "Live listening" is among the

nice ways to hold out intensive listening. It can take many forms; like the teacher's reading aloud to a classroom. Students managing this task listen to a natural speech of a written passage. Additionally to other enjoyable activities like storytelling, conversations, and interviews. Consequently, intensive and extensive listening are two important ways to make sure the realization of listening generally and that they need to be used appropriately.

7. Extensive Listening

It occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement (Harmer, 1998). It usually takes place outside the classroom and done for its own sake, this does not mean that the teacher isn't curious about this type at all, but he is attributed the general guidance within the process. Extensive listening materials can be found from different resources such as recordings of stories, passages taken from books, television, radio, songs, etc. All the mentioned sources tend to treat spontaneous conversations, dialogues, interviews, etc. From what is clearly stated about extensive listening, then listening to songs is included in the type of extensive listening. Creative teacher can recommend certain song and ask students to study vocabulary about the ones they have enjoyed the most.

1.4 Listening To English Song

Griffiee (1992: 3) states that songs are pieces of music that have words. Webster's dictionary (1976: 506) defines songs as a short musical composition of words and music. So, the main parts of a songs are music and words. While music itself is related with rhythm, a group of words without music to perform them can not be included as a song. Songs are generally performed in a repetitive pattern that makes them easy to be memorized. Repetitive pattern means that song, there are usually several lines of the song, which are repeated twice, or more what a socalled "refrain" when they are performed.

The ability to listen is very important to master especially in learning English because listening is one skill that must be mastered in learning English. There are several ways that can increase the ability to listen such as often try to do listening exercises, learn about pronunciation of the word, try to listening, and listening to English song. Listening to English song can improve the ability for listening. When a person listening English song, their ears will unconsciously accustomed to hearing so that when it is in a listening class, someone who is already accustomed to listening song will be easier to obtain the intent of what was spoken by the narrator.

Listening to the song can make people try their ears to learn listening. To apply song as media to improve listening skill, the first that should people do is search the English song that they like. People should search the English song that like because if people who will improve the listening skill using the

English song that they did not like, it will be difficult to learn the listening skill through that song. Song that is liked by people are different, some people like to listen slow song, and some others like to listen fast song, and the genre of music that liked by someone with other people are different too.

Listening to English song is belong to extensive listening. Extensive listening is motivating because learners listen to materials that they want to listen to and those they can understand and enjoy. It provides learners with a lot of comprehension practice in the target language (Renandya 2012; Waring, 2008). By using easy texts, focusing on narrow topics at a time, learners are given the chance to comprehend the texts better because they understand most of the vocabulary and grammar in the text. Extensive listening in the form of reading while listening also improves pronunciation, vocabulary acquisition, and vocabulary retention (Brown, Waring, & Donkaewbua, 2008). One of the factors of successful learning with songs is because the songs is familiar with the students from their daily life and the students had already known the song and they also know the vocabulary of the lyrics. The success of listening instruction is determined by a number of factors, one of which is the types of materials. According to Harmer (2007), the material available outside the classroom (e.g., radio, TV, personal computer, the Internet) can be used for extensive listening. Their familiarity with the songs given is likely due to the fact that they use various media to listen to songs outside the classroom.

1.5 The Definition Of Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Vocabulary is the total number of words in a language. It is a list of words with their meanings. In addition, Burns (1972) defines vocabulary as “the stock of words which is used by a person, class or profession.” According to Zimmerman cited in Coady and Huckin (1998) “vocabulary is central to language and of critical importance to the typical language learning.” Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language.” From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning. That is the reason why it is important to learn vocabulary.

Improving vocabulary is needed by the students because they may have difficulty to say something. Through vocabulary, students can communicate and express their ideas, emotions and feelings in their daily life even if they have difficulty in grammar. Without mastering grammar and without mastering vocabulary there is nothing to say. But in fact there are a lot of problem in learning vocabulary in the class. Some of them are because

of lack of motivation, boring method of learning vocabulary, and lack of interesting material.

1.6 Classification Of Vocabulary

Most researchers agreed to divide vocabulary knowledge within the scope of its use in either the skills of writing, reading, listening and speaking. Thus, they divide vocabulary knowledge into productive or active vocabulary and receptive or passive vocabulary (Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014). However, Harmer (2001) has identified knowledge of vocabulary to the active vocabulary which students can use and call it orally. While a passive vocabulary of words known by learners through recognition, but they cannot call and produced through writing.

Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Nagy, Anderson & Herman, 1987; Webb, 2005).

Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners. In fact, learners can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to

express their thoughts and feelings which understood by others (Webb, 2005). Productive vocabulary knowledge is deemed as the ability to recover the structure and meaning (Laufer et al, 2004; Webb, 2008), or to pass on the word as in the original learners' language (Webb, 2009). Laufer (1998) divides knowledge into productive vocabulary into controlled and free vocabulary. Controlled productive vocabulary knowledge indicates the capacity to construct words when the cue is given while, free productive vocabulary knowledge is the ability to use words spontaneously and without specific encouragement to produce certain words, such as writing independently.

Various assumptions about the nature of receptive vocabulary knowledge and productive vocabulary knowledge which previously existed between them. Although there are various responses the researchers gave, this could only be true if we look over at the each aspect of vocabulary knowledge in broader perspective. For example, the ability to identify spelling in written form will precede the ability to spell correctly, or the ability to identify and recognize the written form may precede the ability to convey meaning and use it in the right words. On the other hand, is also likely to spell the word correctly (productive vocabulary knowledge in written aspect) or using the right words with grammar (productive vocabulary knowledge in grammatical function) before the meaning of the word is understood (receptive vocabulary knowledge in form and meaning). Therefore, to study and understand the productive vocabulary knowledge, it is necessary to distinguish between

receptive and productive knowledge in every aspect of vocabulary knowledge. It should be noted also the main goal is to bring learning vocabulary, in the form of communicative either orally or written. According to Webb (2013) study of the word receptively only gives impact at the meaning in receptive. While learning vocabulary in productive way, the results accounted for receptive and productive knowledge. Both turned out to have a strong relationship and mutual in the development of the vocabulary, especially in improving the learners' language efficiency. Consequently, teaching and learning vocabulary may optimize and benefit both parties (teachers and learners) when the aspect of vocabulary knowledge and its process being understood.

1.7 Previous studies

Sari (2015) entitled "*Correlation Between Students' Interest In Listening English Song And Their Vocabulary Mastery*". In that research, the researcher examined the correlation between students' interest in listening English song and their vocabulary mastery of eleventh grade students of SMAN 1 Sarolangun. The aim of the research was to find out whether or not there is any significant correlation between students' interest in listening English song and their vocabulary mastery. The similarities with this research, researcher found that the correlation between students' interest in listening English song and students' vocabulary mastery is positive because the correlation coefficient (r) between students' interest in listening English song and their vocabulary

mastery was 0.548. The correlation value means that there is a significant positive relationship at significant value $0.000 < 0.005$.

Second, the study is taken from a journal was conducted by Sari, Nuhung, and Hastini (2013) entitled "*The Correlation between Students' Ability in Listening to the English Songs and Students' Vocabulary Mastery*". This research was conducted at SMA Negeri 1 Palu. The population was the eleventh grade students consisting of 202 students. The sample was 20 students taken randomly. The instruments were tests which consisted of listening and vocabulary, and non-test of questionnaire. The two tests were used to get data about students' ability in listening to the English songs, and their vocabulary mastery. The questionnaire was used to acquire additional data about their difficulties in doing the tests. The result of both tests showed that r_{xy} was 0.269, df was 18, and r_{table} was 0.468. In other words, $r_{counted}$ was lower than r_{table} . It means that the correlation between students' ability in listening to the English songs and their vocabulary mastery was not significant. Moreover, the similarities with this research there was a positive correlation between the two variables, since the $r_{counted}$ value was positive.

Third, Dea (2013) entitled "*Correlation Between the Students' Frequency Of Listening To English Song And Their Vocabulary Achievement At The Second Year Of Smpn 3 Bandar Lampung*". The participants of this research was the second grade of SMP N 3 Bandar

Lampung as population and the researcher chose VIII D as participants for sampling. The differences with this research is the sample technique used random sampling where the students in the same level and the significance level showed high correlation between two variables. Besides, the similarities with this research is in collecting the data, the researcher used questionnaire and vocabulary test as the instrument. The result of the study showed that most of the students who have good frequency of listening English song tended to have good score in vocabulary test too. It can be concluded that students' frequency of listening English song influence their vocabulary achievement.