

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is showing some theories related with the study as the references and basic of the research. This chapter covers about definition of listening, difficulties in listening skill, principles of listening skill, listening materials, types of listening activities, definition of song, the use of song as listening material, the criteria of song selection, the benefit of song as a material, definition of lyric, song lyric as media to teach listening, the application of song lyric in teaching listening and previous study.

A. Listening

1. Definition of Listening skill

In Indonesia, 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 reading, listening, writing, and speaking. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). In the learning process, one of the important parts in creating and understanding the language is listening mastery. People can not express their opinion and ideas in English without listening.

Listening skill is activity to identify and understand what others are saying. Brown (2001:247) mention that the importance of listening in language learning

can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking.

Listening skill can be meant as ability to pay attention or to hear something. However listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

Students must be able to use a lot of their listening ability, if they want to be successful in learning. Listening is an important element in language besides pronunciation and grammar. We can't not express ideas in English without it.

Listening is always assumed as a passive skill like reading. Which means that students receive all the information they gain from listening materials without further activity of producing something either in written or spoken form. Buck (2001:31) stated 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 very complex process, and if we want measure it, we must first understand how that process works”. Listening is important in the language classroom because it provides input for the learner, because of listening is fundamental of speaking skill.

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 teacher, friends, family, lectures, radio, music, movie, television and others. In order to communicate effectively we have to be able to hear what the other person is speaking.

2. The purpose of Listening

The purpose of listening can be categorized into some types:

- a. To gain information
- b. To distinguish between fact and opinion
- c. To identify main ideas
- d. To summarize ideas
- e. To make inferences
- f. To follow direction
- g. To gratify the listener’s sense
- h. To sense emotion and moods through words use the manner of delivery
- i. The form sensory images, and to discriminate between the sound.

Beside the classifications above, there are the other main purposes for listening. They are listening for gaining information’s and listening for pleasure.

Listening for gain information for example, listening news in radio, television, listening for the teacher explanation. While the example of listening for the pleasure is listens to the music.

3. Teaching listening

One of very important idea for teaching listening is that listening courses must make use of the student's prior knowledge in order to improve listening comprehension. Usually most off activities in the class rarely practicing are listening. Here the researcher will explain about related points to the teaching of listening, there is:

a. The technique of teaching listening

There are three points in technique of teaching listening. Pre-listening, while-listening and post-listening. While listening and post-listening develop listening activities, the teacher should consider pre-listening phase in which the teacher does some warm up activities to prepare the students for as passage. While-listening is which includes extensive listening that is followed by general question and intensive that is followed by detailed comprehension question. The last is post-listening which requires the student to follow up or respond to what they have listened to.

1. Pre-listening

Pre-listening is some activities that is done before listening may serve as preparation or warm up listening in several ways. These function as reference and framework by giving prior of knowledge of listening activities.

2. While-listening

While-listening is activities in these stages must follow the learner's specific needs. In instruction goal, listening purpose and learner's proficiency level, while listening activities directly related to the text and listeners are asked to do this during or immediately after listening.

3. Post-listening

This stage frequently requires the student to do some short of follow up work based on something arising from the listening tasks. Post-listening can be used to check comprehension, to evaluate listening skill, the use of listening strategies and the use of knowledge gained to other contexts.

4. Difficulties in Listening skill

Listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult.

There are some students difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control.

As mention by Brown and Yule (1983) in Nunan (1999: 208) suggest that there are four principal sets of factors affecting the difficulty of listening.

- a. Speaker factors: how many speaker are there? How quickly do they speak?
What types of accents do they have?
- b. Listener factors: what a listener's role-eavesdropper or participants? What level of response is required? How interested is the listener in the subject?
- c. The content: how complex is the grammar, vocabulary, and information structure? What background knowledge is assumed?
- d. Support: how much support is provided in terms of picture, diagrams, or other visual aids?

5. Principles of Listening Skill

When teaching listening skill, the teachers have to know the principles. There are some principles of teaching listening skill, they are:

- a. Listening should receive primary attention.
- b. Maximize the use of material that is relevant to students' real life
- c. Maximize the use of authentic language
- d. Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre.

- e. Always ask students to listen with a purpose and allow them to show their comprehension in a task.
- f. Language material intended to be used for training listening comprehension should never be presented visually first.

Furthermore, the teachers have to take attention the principles in teaching listening skill. As mentioned above, one of the principles in teaching listening is the teachers always ask students to listen with the purpose of listening. So, we can help students listen more effectively if we spend some time teaching them about purposes for listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

6. Listening Materials

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities.

The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily. Beside of that, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers.

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of songs also can motivate the students to attend

lesson and pay attention in class, because songs can be used for a wide variety of learning and teaching activities.

7. Types of Listening Activities

We always have a purpose for listening. We may listen to radio in the morning to know the up to date reports. We may listen to a song for pleasure. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

- a. Listen to English pop songs includes write a summary, sing along with the melody, do a cloze exercise, and dictate lyrics.
- b. Listen to TV news reports, includes predications keep a diary, and record the news.
- c. Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles, and read the novel of the film.
- d. Listen to TV programs or videos, includes follow instructions without looking at the screen, cover the subtitles, and watch the first language version in advance.
- e. Listen to radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.

From the types of listening above, it is regarded that songs activity can be used in learning listening process, and it will be hoped can motivate students in improving their listening skill.

8. Testing Listening

According to Hughes (1989) in Isnawati (2012: 36-37), the testing of listening involves listening macro-skills and micro-skills. The macro-skills of listening include listening for specific information, obtaining gist of what is being said, following directions, and following instructions. The micro-skills of listening include interpretation of intonation patterns and recognition of function of structures.

There are some techniques that are possibly used in testing listening they are:

a. Multiple choice

The technique has some advantages and disadvantages as discussed previously. For listening test, the problem is greater because the test-takers should listen to a passage while reading the alternative/options. Therefore, the options must be short and simple.

b. Information transfer

This technique is useful in testing listening since it makes minimal demands on productive skills. It can involve such activities as the labeling of diagram or pictures, completing forms, or showing routes on a map.

c. Note taking

Where the ability to take notes while listening to a lecture is in question, this activity can be quite realistically replicated in the testing situation. Test-takers take notes during the talk, and only after the talk is finished do they see the items to which they have to respond.

d. Practical dictation

Although partial dictation may not be an authentic listening activity, it may be possible to administer it when no other test of listening is practical.

e. Recording and live presentation

The great advantages of using recordings when administering a listening test is that there is uniformity in what is presented to the test-takers. This is fine if the recording is to be listened in a well-maintained language laboratory or in a room with good acoustic qualities and with suitable equipment. If these conditions cannot be obtained, then a live presentation is preferred.

According to Richard et al (1992) in Isnawati (2012: 35), there is a kind of dictation can be used in testing listening, that is called as partial dictation. In this, part of what is dictated is already printed on the answer sheet and some of the words or sentences from the part of what is dictated are omitted. Therefore, the students have to fill in the gaps. In songs, it is called missing lyrics.

9. Tasks designed for listening texts

There are various kinds of listening tasks. According to Ur (1984), possible and applicable listening tasks should be:

a. 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 down.

b. Ticking off items: Learners tick beside the items: Learners tick beside the items that they hear in the listening

c. True/False: Identify whether the statement is true or false based on the listening.

d. Detecting mistakes: Some fact is mentioned with intentional mistakes for students to point out.

e. Gap-filling

Students are given a passage with several gaps in it, they have to listen and fill in the missing words in the gaps. In this research, the researcher using this kind of task to measure the students listening ability in the tenth grade students of MA Unggulan Bandung. The researcher using missing lyric, so in the research give a gap in some lyric of the song.

f. Pictures

One picture or a series of pictures may be used. Sts are then asked to identify pictures or components as they are referred to, either naming or ordering them in the order in which they are mentioned

g. Answering questions: based on the content of the listening, students are required to give longer and full answer to the questions

B. Song

1. Definition of Song

In music, a song is a composition for voice or voices, performed by singing or by musical instruments. Jeremy Harmer said that, song is very useful because if we choose them well, they can be very engaging. Students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey (2007:143). Song is an interesting media that offers the high imagination. The language song usually easy to be understood. It gives motivation and makes the relation between the teacher and students closer.

Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumed by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

According to Ur(1984:64), Song are taught for a variety of purposes : for the sake of the vocabulary or structures they contain, to get students to produce oral English by singing them, as an aspect of English-language culture and the last is for fun.

From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born

until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

2. The Use of Song as Listening Material

The use of song as a material is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to example of real language usage to help them become more communicatively competent.

The following features characterize real life listening activity:

- a. We listen for a purpose and with certain expecting.
- b. We make an immediately response to what we hear.
- c. We see the person we are listening to.
- d. There are some visual or environment clues as to the meaning of what is heard.
- e. Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it.

When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

3. The Criteria of Song Selection

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. There are three principals of song selection criteria, they are:

- a. Use songs that are popular with the students whenever possible.
- b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- c. Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already.

It is realized when teaching the students, we should choose the songs that suitable level of difficulty. The suitability of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

4. Benefit of Using Song as a Material

By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. It can make the students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them because of they are always practicing lyric reading, studying the vocabulary, and listening to various songs.

The other benefits of using songs in the classroom are songs can be used:

- a. To present a topic, a language point, lexis, etc.
- b. To practice a language point, lexis, etc.
- c. To focus on common learner errors in a more direct way
- d. To encourage extensive and intensive listening
- e. To stimulate discussion of attitudes and feelings
- f. To encourage creativity and use of imagination
- g. To provide a relaxed classroom atmosphere
- h. To bring variety and fun to learning

The other source as a teaching media, song prevents students' boredom in language classroom. Chris Brewer stated that the use of song in teaching learning process has good implication, those are:

- a. Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.

- b. Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- c. Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
- d. Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.
- e. Deepen understanding and reinforce memory through emotional association because songs are familiar with students' lives. So, students are easy to understand the material.
- f. Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
- g. Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song.
- h. Embed new vocabulary. Students can enrich their vocabulary after listening to a song.
- i. Teach pronunciation efficiently. It is possible for us to imitate the native speaker's pronunciation by listening to an English song.
- j. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

In other hand, the use of song in teaching learning process has disadvantages. Those are:

- a. Music disturbs concentrations when applying to people who hate a genre of music.
- b. Music can hurt eardrums if it is set up so loud.

According to the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material. It's considered that songs have much benefit. Some of them are songs can motivate the students and make them more confidence in their ability to listen the materials.

C. Lyric

1. Definition of Lyric

Lyric can be studied from an academic perspective. Lyric can also be analyzed with respect to sense of unity it has with its supporting music.

Lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song.

From the explanation about lyric above, so the meaning of missing lyric is the lyric, but some or any word of the lyric itself is disappear. So the student should listen carefully what the speaker say to fill the gap.

The lyric in a song is actually non musical aspect. However, besides giving new unique dimension, its presence in music is not only as an embedded element but also as a part of the music. Many songs are created from text or beautiful poem. Basically a lyric of song is the same as lyric of a poem. The difference is that a lyric of a song is written and combined with music. We usually meet a poem as word on page and a song generally hear sounds in the air. However we can say that a song lyric are same. A song lyric describes and show feeling, experience, imagination and etc and a poem lyric does too.

In this research, the researcher used four songs, entitled "Everytime" by Britney Spears, "I lay my love on you" by Westlife , "I wish you were here" by Avril Lavigne and "Just the Way You are" by Bruno Mars. The researcher chooses these songs because the songs are very easy listening, not too fast and slow. It is hoped that students will enjoy with all songs.

2. Song lyrics as media to teach listening

Teaching media is important in teaching learning process not only determined by teacher and students' competence but also with inappropriate media. Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

In Indonesia, most of English students have difficulties in learning English; they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown (2005:07) states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

English is foreign language, so English learning for Indonesian students is not easy. The teacher is asked to use suitable media to teach effectively because an affective teaching is basic factor for the success learning process that is including in learning vocabulary. There are many kinds of teaching media to teach English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that would be taught.

According to Sanaky (2009:3) state that Media is tool of format used to convey information. Asnawir and Usman (2002:11) state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program. Media in teaching learning process very importance to help students become effective and interesting in learning process.

Machmudah and Wahab (2008:10) said that there are many teaching media can be divided into various forms, they can be classified in three kinds, and they are:

- a. Visual aids, it is media that can be seen such as picture, realia, Google earth, flashcard, newspaper, etc.
- b. Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc. 3) Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the researcher uses song lyrics. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad's Sudjana and Rifai (2006:06) said that they have benefits in it. They are:

- a) The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students' attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.
- b) The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.

c) The teaching and learning process will be variatif. It makes students enjoying the teaching learning process. Students will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.

From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

3. The application of song lyrics in teaching listening

In this case the researcher will apply song lyrics in teaching listening by using procedures as follow: first, teacher explains about listening, and then teacher gives paper of song lyric, and then plays the song and asks the students to write on the students work sheet. If the answer is wrong, the teacher will explain correctly.

D. Previous Study

The previous research that used by the researcher are by Dewi, English Education of IKIP PGRI Semarang 2009. The title is *Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010*. She was using listening English song to

improve students' vocabulary mastery. For the experimental class, she used listening English song for students and other class she use game. And the result was significant. Thereis significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary.

The differences between this research and my research will be in specification of the listening ability, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery whereas the writer will do the research to know whether or not song lyrics is effective to improve students' Vocabulary of verb. Besides that, this research was conducted with eighth grade of SMPN 25 Semarang 2009/2010 and my research does the research with tenth grade of MA Unggulan Bandung in the academic year of 2013/2014.

Then the next previous study is by Kuswoyo, Higher School of Foreign Language Teknokrat, Lampung, Indonesia. In this research, the writer can conclude that in this study, song can be used as an effective way to develop listening comprehension skill in Paper-Based TOEFL. It can be seen when the learners joined listening activities in the class willingly and showed very enthusiasm.

The objectives of his studies are to find out that this technique motivates the learners to learn new vocabulary, to reduce their level of boredom in the class, to help the learners to pronounce English words correctly, to raise student

confidence and comfort, easily to link the listening TOEFL strategies or skills to the song lyric and to build positive environment. To gain all of the benefits above, choosing the appropriate song was required. In addition, it should consider the level of learners, ages etc. Not only it, but also should be followed by the proper activity that engage the learners to involve in it.

The differences between this research and my research will be in specification of the purposes. In this research, he use song technique in teaching Paper Based TOEFL (PBT)'S Listening Comprehension Section, but in my research the purpose is to know the effectiveness of using song especially missing lyric in teaching listening, to know as much as the students listening ability. In this research, he applies the technique in fifth grade of SDN Surodadi Kedung Jepara and my research applies in tenth grade of MA Unggulan Bandung.