

CHAPTER II

REVIEW OF LITERATURE

This chapter presents some theories as the basis of the research. It covers about description of listening to English song, description of TOEP, and previous study.

A. Listening to English Song

1. Definition of Listening

Listening is one of four language skills of English. It is considered as the basic skill that needs to be improved since it provides the oral input that serves as the basis for language acquisition and enables the students to interact in spoken communication. It is widely acknowledged as an important skill in facilitating productive skills. Listening should be addressed prior to speaking activity because the students cannot produce language before listen to the language.

Siegel (2015) states, listening is typically the first language skill to develop in first language users and serves as a gateway to other skills.” Clearly, it is impossible to expect the students to produce a sound which does not exist in their mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing them with a model of the form they are to produce. Therefore, the first logical step to achieve oral fluency and accuracy is to

consider the students' ability to listen. When students are doing conversation, they are not just speaking, but also listening.

Harmer (2007:133) points out that the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. In short, the more students listen, the better they get, not only at understanding speech, but also at speaking itself. Indeed, it is worth remembering that successful spoken communication depends not just on the ability of people to speak, but also on the effectiveness of the way people listen.

2. English Song

A song, according to Richard (2002), is a brief musical composition for the human voice that includes words or lyrics. It may contain rhymes and have a language style that differs from that of a scholarly or academic writing. A song's words are sung in a specific tone, rhythm, tempo, and style.

A song is generally accompanied by musical instruments that enhance and polish the performance. In Malley (1992), Piaget views songs as an egocentric language in relation to their singing. It means that the students simply enjoy listening to the songs. It is possible to say that songs partially satisfy the requirement for egocentric language. The sound of musical instruments can sometimes be evocative. A song can sometimes

have greater emotional significance than a poem due to the touch of musical instruments. Because of this, a growing number of people are finding it easier to enjoy songs than poems.

3. Listening to English Song

Hearing and listening, as Blumenthal pointed out, are two different things. Listening is what is known as informed listening, or hearing for the purpose of learning (1963: 186). As a result, listening necessitates greater mental focus than hearing. While according to Rivers and Temperly (1996) listening is a complex procedure involving the integration of diverse components of sensory and language knowledge in ways that are currently unknown. Listening is also an active process of constructing a message from a stream of sound using what one knows about the language's phonological, semantic, and syntactic possibilities.

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.

The songs expose students to a wide vocabulary related to the songs 'lyrics. Though the students do not understand the meaning of the lyrics, by listening to English songs regularly they can train their ears to be familiar with some words which are said in English. That the students start

paying attention to the songs' lyrics will activate their listening skill and listening to English songs will become an enjoyable learning exercise. Students who are learning English may hear little spoken English outside their classroom, but all of them are exposed to English songs on radio, TV, and soundtrack in the movies. It can explain the fact that students find songs easy to relate to.

Music and song, as a whole, are part of their real world. The students can practice their English by imitating the words they have listened to English songs by singing them every time and everywhere. As a result, they may not only be exposed to new vocabulary and new grammar but they may also develop learning strategy by themselves in order to increase their competence in listening skill. English song is one of the authentic materials of English language learning. It is not only a bridge to connect formal and informal language teaching and learning but it is also a good resource to lead the students to develop a genuine interest that can sustain long term learning.

B. TOEP

1. TOEFL

TOEFL (Test of English as a Foreign Language) is a test to measure the proficiency of English for non-native English speakers. This test is composed of academic questions and tasks which many universities consider it an appropriate test for admissions decisions. It is commonly used by people who are going to apply for certain jobs or attend an

education institution which mainly uses English as the medium language. It is also important for people who are going to study abroad. Based on the official website of Educational Testing Service (2013) or known as ETS, there are approximately more than 9,000 universities and colleges in over 130 countries which accept TOEFL scores. ETS(2013) stated, “Agencies and institutions rely on TOEFL scores as well; immigration departments use them to issue residential and work visas, medical and licensing agencies use them for professional certification purposes, individuals use them to measure their progress in learning English.

TOEFL is divided into three sections; Listening Comprehension (Section I), Structure and Written Expression (Section II), and Reading Comprehension (Section III).

1) Listening Comprehension Section

Listening comprehension section is the first part that will be examined in the TOEFL test. This section tests examinees ability to understand and interpret spoken English. Examinees must be able to distinguish between words that sound similar and be able to comprehend entire sentences, not just single similar and be able to comprehend entire sentences, not just single words or phrase. Notetaking, underlining, and crossing out in the test book are not allowed. An examinee must be able to listen only and then choose their answer.

2) Structure and Written Expression

The structure and written expression test the students ability to recognize standard written English as it is used in North America. Two types of questions are presented in a separate part. Part A is a structural part which has incomplete sentences. The students choose the best answer in the multiple choice to fulfill the incomplete sentence. Part B is written an expression which has four underlined words and phrase in each question which the students choose the incorrect one. The students only have twenty minutes to answer the questions.

3) Reading Comprehension and Vocabulary Section

Reading comprehension and vocabulary section aims at testing the students ability to understand written English as it is presented in textbooks and other academic materials in North America universities and colleges. In reading comprehension, there are five reading passages with an average of ten questions after each passage. The passage is about 250-300 words in length. There are no pictures or visual cues.

This research concerns on the listening comprehension section. 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".

2. TOEP

The Indonesian Centre for Testing services was co-founded by the Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) and the Association of Indonesia Psychology, with the main initiatives being the development of the TPDA or Test of Basic Academic Potential and TOEP or Test of English Proficiency (Madya, 2020). TOEP is an affordable test designed to measure English proficiency of Indonesian test takers. Indonesia, an English test which is considered to be standardized is Test of English Proficiency (TOEP), which has been calibrated and proved to be able to predict English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL).

Retnawati (2016) confirms that TOEP possesses the good criterion validity. TOEP score could be used to predict his or her TOEFL score. The TOEP criterion validity is concurrent validity. This type of validity tells to what extent the result estimates the ability of another measurement instrument taken in about the same time (Fernandes, 1984). To provide evidence for the validity, two instruments are needed to measure the same construct, one being the predictor, i.e. the instrument of which the criteria validity will be proven, and the other being the criterion, i.e. the standardized measurement instrument such as TOEFL.

In general, an English test measures the test takers' proficiency of listening, speaking, reading and writing (Foster, 2009). In reference to Norris (2000), TOEP is developed and administered as a procedure or an instrument used for collecting information on test takers' English proficiency. For practical reasons, TOEP is temporarily limited to the English receptive skills, i.e. listening and reading.

As a part of an education institution, Center for Language Development of IAIN Tulungagung is responsible for developing the students' mastery and skills in English. Therefore, students are required to take TOEP in order to obtain information about the level of their mastery of English, especially before they attain to the thesis examination. Not only the English students, but also the students from other faculty have a requirement to pass TOEP before facing their thesis examination.

C. Previous Study

There are some researches in concerning on correlation between the frequency of listening to English song and listening comprehension score in TOEP which has conducted by the others researchers.

The first is a research entitled "The Correlation between Students 'Habit in Listening Song and Students 'English Listening Skill'" by Nurjanah (2018). From the journal found that there is positive and significant correlation between students' habit in listening song and English listening skill. The difference between the researches above is the subject of the research. The researcher uses English Department students of IAIN Tulungagung.

The second is a research entitled “Correlation between Students’ Habits in Listening to English Songs and Their Vocabulary Mastery of Tenth Grade Students at MA Sunan Ampel Pare Kediri.” by Anshori (2019). The difference between the researchers conducted by Anshori is the variable is the second variable researcher uses listening comprehension score of TOEP while the research conducted by Anshori uses vocabulary mastery.

The third is a research entitled “The Relationship between Listening Frequency to English Song and Students’ Listening Achievement” by Putri (2016). The result of her study is there is a positive correlation between listening frequency to English song and students’ listening achievement. The difference from this study is the researcher use the listening comprehension score that was get from TOEP, while this previous study use listening score from final examination.