

CHAPTER II

FRAME OF THEORIES

2.1. Listening

Listening is the way of learning the language. It gives the learner information from which it builds up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. 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).

They are several reasons of teaching listening, first of the main reason for getting students to listen to spoken english is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies. The second major for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Lastly, just as with reading, students get better at listening the more they do it.

Listening is a skill and any help we can give students in performing that skill will help them to better listeners.

Some of the principles behind the teaching of listening :

1. The tape recorder is just as important as the tape

How ever good your tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster or slower.

2. Preparation is vital

Teacher and students need to be prepare for listening because of the special features we discussed above. Teacher need to listen to the tape all the way through before they take it into class. That way, they will be prepared for any problem, noises , accents etc, that come up. That way, they can judge whether students will be able to cope with the tape and the tasks that go with it. Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topi, or read the question first, for example, to be in a position to predict what is coming. Teachers will do their best to get students engaged with the topic and the task so that they really want to to listen.

3. Once will not be enough

There are almost no ocassions when the teacher will play a tape only once. Students will want to hear it again to pick up the things they missed the first time. You may well want them to have a chance to study some of the language features on the tape.

4. Students should be encouraged to respond to the content of a listening, not just to the language as with reading, the most important part of listening practice is to draw out the the meaning, what is intended, what impression it makes on the students .

5. Different listening stages demand different listening task

Because there are different things we want to do with a listening text, we need to set different listening stage. This means that, for a first listening, the task needs to be fairly straight forward and general (and almost certainly of the activate Type). That way, the students general understanding and response can be successful and the stress associated with listening can be neutralised. Later listenings, however, may focus in on detail of information, language use, pronunciation etc.

6. Good teachers exploit listening texts to the full

If the teachers ask students to invest time and emotional energy in a listening task and if they themselves have spent time choosing and preparing the listening then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play of a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or tape script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

From the sentences stated above, it can be concluded that hearing carefully (listening) is a process to start mind. Equally, by listening we can learn and understand many lessons.

2.2 Listening Skill

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words,

phrases, clauses, sentences, and connected discourse. Furthermore, according to Bulletin in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Russel and Russel in Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

Listening skill can be meant as ability to pay attention or to hear something. But, 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. As mentioned in Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

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

2.3 Difficulties in Listening

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. The 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. Ur (1996: 111), says that 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. Also, because the speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard (Rixon, 1986: 37)

Moreover, Underwood (1989: 17) mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening. In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. As mentioned in Brown (2006: 1), another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening English songs.

By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening. As mentioned in background, the students of Tamansari elementary school are very difficult understand English through listening. The students could not understand the meaning of the material after playing the tape for the three times in class. Furthermore, the students might gradually lose their self-confidence. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

2.4 Principles of Teaching Listening Skill

Listening is the ability to identify and understand what others are saying . Teaching listening skills present a series of challenges. It is perhaps the most ephemeral of language skills, hard to understand, teach, and assess When teaching listening skill, The teachers have to know the principles.

- a. Listening should receive primary attention in the early stage of ESL instruction.
- 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.

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.

2.5 Listening Material

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The materials which are suitable with the students have to be interesting, in the right level of students' difficulty, and presented in various activities (Puspita in Hasyuni 2006: 4).

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. As mentioned by Paulston in Hasyuni (2006: 4), listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

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.

2.6 A Good Listener

The students can be said that they are good in listening if they are active in learning listening process ([Http://www.learningthroughlistening.org](http://www.learningthroughlistening.org)). The characteristics of active listeners as below:

- a. Make eye contact/follow the listening
- b. Summarize the listening material has heard
- c. Make connection what are hearing to what already know
- d. Ask and answer the question during the learning listening process.

In other hand, Saricoban (1999) says that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- a. Predicting what people are going to talk about
- b. Guessing at unknown words or phrases without panic
- c. Using one's own knowledge of the subject to help one understand
- d. Identifying relevant points; rejecting irrelevant information
- e. Retaining relevant points (note-taking, summarizing)
- f. Recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc
- g. Understanding different intonation patterns and uses of stress
- h. Understanding inferred information

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

2.7 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. There are some types of activities that can be applied in learning listening. Ur (1996: 113) provides four of listening activities as follow:

- a. No over response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.
- b. Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- c. Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- d. Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are 'combined skills activities. It includes problem-solving and interpretation.

Beside of that, there are the other activities to improve listening skill that provided by PolyU ELC (<http://elc.polyu.edu.hk>):

- a. Listen to English children 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 comprehension skill.

B. Song

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005).

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 consumes 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. Sing according Jamalus (1988) is activity for critical everything expression through of tune and selection sentences, for that sings can be media /material study for developing motivation, experience knowledge .sings in this way formal to teach at moment a teacher do teaching art and hand craft but actually sings can be thought when ever, in lesson time when ever, it is very important for to pull attention so the children enjoyed in learning . Certainly we must look for exactly time, it must according to the topic that will be prepared in Tamansari elementari school, Ketapang South Lampung, we also introduce Listening through sings so the children can memorize sentences step by step via song, and it is very interesting and enjoyable.

The thing marked that sense of sing is a tools for expression, experience, knowledge psychic feeling, attitude or point of view, give motivation and etc. 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.

1. The Use of Song as Authentic Listening Material

The use of authentic materials 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.

According to Ur (1996: 107), listening activities based on simulated real life situation and likely to be most interesting and motivating to do than contrived textbook comprehension exercise.

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. Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. 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.

2. Factors Contributing to Listening Comprehension of Song

The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. Orlova (2003), states that it is possible to suggest that among the methodological purposes with songs are used in class, it is possible to rank the following:

- a. Practicing the rhythm, stress and the intonation patterns of the English language.
- b. Teaching listening, especially in the listening reinforcement stage
- c. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
- d. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
- e. Teaching listening comprehension
- f. Developing writing skills. For this purpose a song can be used in a variety of ways.

According to Lynch (2008), there are three factors that contribute to listening comprehension of song, they are:

- a. Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
- b. Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.
- C. Use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

In addition, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

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. provides three principal song selection criteria, they are:

- a. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- 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. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

In order hand, Orlova (2003) says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

- a. The song must be an example of a particular musical trend
- b. There shouldn't be any form of violence in it.
- c. The song should contain a certain artistic image.

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

4. The use of Song Procedure

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. According to Saricoban and Metin (2000), at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- a. Gap fills or close texts
- b. Focus questions
- c. True-false statements
- d. Put these lines into the correct sequence
- e. Dictation
- f. Add a final verse
- g. Circle the antonyms/synonyms of the given words
- h. Discuss

According to Yoo (2002), procedure of songs activity can be done by steps below:

a. Pre-listening

1) As a warm-up or schema building activity, ask students what they know about a songs that there are corelated with the topic . You might also want to bring some pictures or CD's of popular actors or singers to class.

2) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

b. While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

c. Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary. However in teaching listening by songs, there are three stages : pre-listening, while-listening, and post-listening. Beside of that, the activity can be formed gap fills or close texts, true-false statements, and dictation.

5. Benefit of Song

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. Practicing lyric reading, studying the listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006).

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

From explanation above, 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 material.