

## **II. FRAME OF THEORIES**

In this chapter the researcher reveals concepts related to this research. Concept of listening, concept of teaching listening, concept of song, type of song, concept of teaching listening through song, advantages and disadvantages and procedure of teaching listening through songs, theoretical assumption, and hypotheses. They are presented as follows.

### **2.1 Concept of Listening**

Listening is an active process of obtaining information of what we hear. Nunan (2003:24) states that listening, along with reading, as receptive skill, requires a person to receive and understand incoming information rather than produce. As people listen, the process is not only in what they hear but also connect it to other information they already know. In other words, listening is not the same as hearing (Rixon, 1986). The former requires wholehearted concentration, readiness, and awareness in recognizing what is being heard, especially in spoken language, as there are listening characteristics that should be taken into account.

According to Morley (1991:82), listening is the most common communicative activity in daily life, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write, because it is the first skill when we learn a language, Margareth (1988:13) states that listening is considered as the first step in learning a language. It means that learning a

language is started from listening. That is why listening becomes important to be investigated in this research, listening comes first into human life than the other skills. As a result, as the basis of humans' skills, the researcher tried to apply English songs in increasing students' listening ability.

Syque (2002:5) differentiates the types of listening as follows:

1. Discriminative Listening

Discriminative Listening is the most basic type of listening, whereby the difference between sounds is identified. Here, the listener learns to distinguish between sounds and phonemes of the language also to discriminate between muscle and skeletal movements that signify different meaning.

2. Comprehension Listening

In this type of listening, the listener tries to understand what others are saying. And through understanding body language, voice, can help the listener to understand the messages from others, because that is the key of communication.

3. Evaluative Listening

In this type of listening, the listeners make a judgment of other person statement, whether something is good, bad, or worthy.

#### 4. Appreciative Listening

In this type of listening, the listener seeks certain information that can meet the listener needs or goals.

#### 5. Empathetic Listening

In this type of listening, the listener tries to understand other people's beliefs, models, emotions and also goals. This type of listening obligates the listener to be excellent in discriminating the nuances of emotional signals.

#### 6. Therapeutic Listening

In this type of listening, the listener does not has only emphatic feeling but also has deep connection in order to aid the speaker understand, change or develop in some way.

#### 7. Dialogic Listening

In this type of listening, the listeners learn through conversation and engaged interchange of ideas and information in which they actively seek to learn more about the person and how they think.

When the listeners are listening to the music, sometimes they just need to get some information from the song without any intension to consider body movement, emotional signals, relationship between singer and listener, and also muscle and skeletal movement. Therefore, in this research the researcher refers to type 4 for the listening that was taught and tested in the class.

In terms of the skills of listening, Hughes (1991:134) proposes two main divisions:

1. Macro skill

- 1) Identifying the Main Idea

Identifying the main idea of a text is one of the most important specific comprehension skills. According to Hancock (1987:54), the main idea is the essence of the text or rather what the speaker is trying to get across to the listener. In other words, that is what the speaker wants listener to know about. Therefore, the main idea is the important idea that the speaker develops throughout the text.

- 2) Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect, statistics and quotation.

- 3) Identifying Inference

According to Kathleen (1986:31), an inference is an educational guess or prediction about something unknown based on available facts and information. The listener will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning.

## 2. Micro skill

In micro skill, to understand what someone says, a listener has to interpret intonation pattern (e.g recognize stress and rhythm), recognition of function of structures (interrogative as request, imperatives e.g *sit down!*), cohesive devices e.g *such as* and *which*, detect sentence constituents, e.g subject, verb, object, prepositions), recognizing discourse markers (e.g *Well; Oh, another thing is; Now, finally*).

Basically, the senior high school students have to understand identifying the main idea, identifying specific information and identifying inference, in order to understand what someone says. Besides, it is also based on the curriculum of senior high school that mostly consists of text both in monologue and functional. Without understanding this information, the listeners will get difficulties to understand the meaning. For that reason, the researcher chooses both micro and macro skill because by having these skills, the students will be able to understand the spoken English. Hence, the researcher used classic pop song because the lyric and the harmony were easy to be understood. Those helped the students to master the aspects include in macro skill.

### **2.2 Concept of Teaching Listening**

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of

input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

According to Swift (2007:18), teaching listening suggests that we need to take a more active approach to improve listening abilities, by focusing on the specific problems that the students have and planning listening activities, which helped to resolve the problems.

There are two approaches involved in listening according to Swift:

1. Bottom-up processing

The bottom-up approach sees comprehension as a matter of listeners first decoding (or understanding) the smallest elements of what they hear-the elements of sounds.

2. Top-down processing

The top-down approach sees understanding as starting from the listener's background knowledge of the non-linguistic context and of working down towards the individual sounds. Listeners will actively interpret what they hear in terms of their understanding of the situation and the word in general.

According to Wong (2005:4), way of treating the teaching and learning of listening by focusing on how to get the main ideas, the gist or the meaning in listening materials even when it is clear that the learners have not been able to identify a lot of the speech sounds is often called the top-down processing approach. Thus, in this research the researcher used Top-down processing as the approach in teaching listening through song.

### 2.3 Concept of Song

Song consists of lyrics or poetic text. The lyrics and the text are various. Redlich (1975: 28) adds that song is short composition usually for one voice, based on lyrics poem.

According to Weikart (1988: 12) song is a short poem or a sequence of verses which is composed with music and intended to sing. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world we live in. songs can motivate a positive emotional influence on listener.

The lyrics in the songs that are sung by the singer can be heard by the listener, and actually it is considered good in English language teaching especially in listening. Students are accustomed to listening to English songs they will be easily recognize the utterances of the singer, and that ability can be implied when they have a listening test. That's why the researcher used songs to find out the effectiveness of English song in teaching listening.

It is generally known that students mostly have special interest in listening to English songs. The facts are in line with Doren (1980: 220) who stated that song is short musical work set to a poetic text with equal importance given to the musical and in the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. Songs also can motivate a positive emotional influence on listener. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously understand the content of the songs. It eventually developed their active

understanding of the songs. It made students' ears accustomed to listening either to English song or dialogue or monologue.

When students listen to songs, the affective element of interest comes to play, and in this case is listening to English songs. Song can be the representative of feelings or psychological condition for young students, it can comfort the mind and gives spirit.

## **2.4 Types of Songs**

A song is certainly one of the most prominent elements in music. The people will come across several different categories of songs which have a unique mood and touch. As a result, they cannot be differentiated on the basis of specific factors. The main reason why songs cannot be marked in only one class is because the differences in their type of music, lyrics, and purpose. For example a ballad can even have a metal music feel to it. However, songs may be roughly classified as per types of lyrics, music, tone, culture, and similar other factors. In the following, we have just given a random list of different songs.

Classic pop songs are those in which traditional music has a main role. These songs are first composed by artists like The Beatles, The Madness and Michael Jackson, just to name a few. However, these songs have had a substantial impact on the music we hear today.

There are several characteristics of song that can be used as a teaching material, as the followings.

1. The song should have a moral value for the students.



2. The song should be easy listening.
3. The song should not harass any society.
4. The lyrics should be rather easy to understand.
5. The lyrics should not have too many repetitions.

## **2.5 Concept of Teaching Listening through Songs**

Students can learn native speakers' language by listening to the songs. As Coromina (1993:35) states that there are many advantages of using songs in the classroom: First, they are easily available; second, they present new vocabulary and expression in context; students become familiar with the pronunciation of native speakers; third, they provide topics for discussion; and the last, most of students enjoy listening to and analyzing songs, since they provide a break from the textbook and workbook routine.

The use of music and songs in the classroom can stimulate very positive association to the study of a language. Song can play a really important part in the language classroom. It can change the atmosphere in the room within seconds (Budden, 2003:13). Furthermore, songs can be used as a nice lead in to the topic and a way to pre-teach some of vocabulary. According to Jamalus (1975), songs are an art to express peoples' feeling trough words and tones. Song consists of several music sentences. A simple song usually consists of four sentences (Jamalus,1988:45).

In addition, songs as the medium of learning can encourage students' interest. According to Lo and Fai Li in Saricoban and Metin (2000), learning English through songs makes students enjoy their learning in classroom. Songs create fun

and relaxed atmosphere that can expose students to pronounce unconsciously (Ebong and Sabbadini, 2006). For students, listening to the songs especially their favorite ones; a pleasant activity in which they enjoy spending their leisure time with different range of time and purpose (Lynch, 2006).

From the statement above, it implies that students can recognize easily some new words and expressions in context that is uncommon. Moreover, they can be familiar with the pronunciation of the native speaker. Furthermore, it makes them practice listening well all the time indirectly. In other words, a high frequency of listening to English songs will help students to develop and improve their listening ability because students can learn and entertain themselves at the same time by listening to songs. It can be inferred that song can be used as a teaching material for improving students' listening because song can present new vocabulary and expression in context, change the atmosphere in the room within seconds and make students enjoy their learning classroom.

## **2.6 Advantages and Disadvantages**

According to the previous research done by Marlina (2011), listening through English song has some advantages and disadvantages. It can be explain as follows:

### **Advantages:**

1. Song can make the students easy to find for the sake of vocabulary and structure.
2. Song can make the students feel secure and enjoy because of those technique are entertaining and fun.

3. Song can increase students' motivation to study, from the music, the rhythm, and lyric.
4. Song can improve students' to produce oral English by singing the song.

**Disadvantages:**

1. If the teacher cannot choose the kind of song which is appropriate to the level of the students, it can make the students difficult to understand the song.

The level of vocabulary and structure which are used should be appropriate with the level of students, if it is not it will make the students confuse and difficult to get the idea of the song.

**2.7 Procedures of Teaching Listening Through Songs**

One of the ways to make the process of teaching in the class successful is by making and applying the guidelines of teaching.

Philip (1993: 95) states some general guidelines for doing action songs in class, they are:

- a. Play the song once or twice with the students just listening, so that they begin to absorb the tune and rhythm.
- b. Play and sing the song again and get them to clap the rhythm and the tune to the music.
- c. Get them to join the action with you.

- d. Ask them if they can tell you what the song means with the action explain anything they do not understand.
- e. Play the song again. The students join with the action, and sing along with the words if they wish.

Based on the general guidelines for doing songs in class, the researcher applied those guidelines to be teaching procedure as follows:

#### Pre Activity

- a. Asking the students about their favorite songs or kind of songs that they often listen.
  - 1. In this procedure teacher asks some students about their favorite music and songs.
  - 2. Students answer the question given by teacher.
- b. Giving an example of songs and playing the song in the class, students just listen to the song, so that they begin to absorb the tune and the rhythm.
  - 1. The teacher plays the cassettes and asks students to listen to the song.
  - 2. The students listen to the song and try to absorb the tune and the rhythm.
- c. Playing the song again and asking them to sing by giving a brief account of the theme or story of the song in students' own language.
  - 1. The teacher plays the song once again and asks them to sing together after playing the song and singing together the teacher asks students to give a brief account of the theme or story of the song.

2. The students listen to the songs and sing together after that students give a brief account of the theme or story of the song in their own language.

#### While Activity

- a. Giving the students a copy of the song chorus one by one and asking the students to fill in the blank of the songs' lyric and discussing it with their friends after that the teacher asks students to read the chorus aloud together with the teacher guidance in order to give them a correct pronunciation.
  1. The teacher gives copy of the song and asks them to fill in blank of the song lyric and discusses it with their friends, after that the teacher reads the lyric together with students by singing it.
  2. Students fill the blank and discuss it with their friends, after that the students read the song lyric by singing it.
- b. Playing the song once again. They will be asked to practice singing the song together.
  1. The teacher plays the song again and asks students to sing together.
  2. The students sing together.
- c. After singing together the students discuss the songs' chorus/refrain and describe the pattern used.
  1. The teacher asks the students to discuss the songs' chorus/refrain and describe the meaning of it and also the patterns sentence that is used in it.

2. The students discuss the songs' chorus that is given by the teacher and describe the meaning of it and also the pattern used.
- d. Playing the song again and asking the students to sing once more.
  1. The teacher plays the song once more and asks students to sing together.
  2. The students sing the song together.

#### Post Activity

- a. Asking the students to make formulation of the pattern and practice making sentences using the patterns.
  1. The teacher asks the students to make formulation of the patterns based on the songs' chorus and the students have to discuss with their friends and practice making sentences by using the pattern that they make.
  2. The teacher asks the students to guess the meaning of unfamiliar vocabulary and the teacher helps the students to tell the exact meaning based on context dictionary.
  3. The students make the formulation of the pattern based on the songs' chorus that they have discussed with their friends and practice making sentences using the pattern that they make.
- b. Having the students achieved the target structure, the teacher will discuss it together with the students, and then the teacher will ask the students whether there is any difficulty in teaching and learning process.

The process of acquiring the rules of the pattern here is carried out deductively.

## **2.8 Theoretical Assumption**

Students' listening comprehension can improve through various techniques. The same techniques might be better to apply in listening comprehension. A possible technique can be matched with students' purpose in listening. An appropriate technique considers develop students' listening comprehension.

Based on the explanation above, it can be assumed that classic pop song can be used to increase students' listening comprehension in identifying the specific information from the song lyrics for senior high school students. It makes the students aware of their purpose of listening and can motivate them to identify the specific information in the song lyric, and also makes them enjoy the listening activity.

Song is an appropriate technique which can be used to increase students listening comprehension. It is clearly explain that song is enjoyable for study because it has good and short lyric which can be easy to be understood and remembered, song also has its rhythm and music. Therefore, the researcher concludes that song is a better technique in increasing students' listening comprehension.

## **2.9 Hypothesis**

Based on the theories and explanation presented, the teacher proposed hypothesis as follows:

H1: There is significant improvement of students' listening comprehension ability after being taught through English songs.