

II. FRAME OF THEORIES

In this chapter, the researcher reveals several previous studies and concepts related to this research. In particular, it relates to the concept of interest, concept of song, concept of listening, and concept of student's interest in English pop song, theoretical assumption and hypotheses.

2.1. Review of Previous Related Research

Several studies have been conducted related to songs and students' interest. According to Subagiyo (2003) teachers' roles can contribute to students' interest. He finds that if students feel that the material is above their capability, they would not read due to their low interest, in other words the students do not practice their reading skills.

In addition the result of the research conducted by Ernawati, (2004) about teaching learning process by using games, and songs shows that teaching English using songs is effective to teach listening for Elementary school students.

Moreover, Setyawan (2004) has found that music and rhythm that build up a song are highly memorable. Students would often recite the words of the song while singing it. Therefore, the students unconsciously understand the content of the

songs. It would eventually develop their active understanding of the songs. On his finding, it is stated that there is a correlation between students' interest in listening to Westlife songs and their understanding of the song.

In 2006 Bramasto has found that students' listening frequency of English songs correlates to their listening ability. He states that listening to English songs has a correlation with listening comprehension, as there is tendency that when the students' frequency in listening to English song is higher, their listening score is also higher.

From the studies dealing with English songs and students' listening achievement, it can be inferred that songs can be implemented as the effective way to teach English in elementary classroom since according to Setyawan (2004), by listening to the songs, the students would eventually develop their understanding of what they are listening. As we can see that there is only one of the research papers deals with students' interest and it is in reading skill which concluded that there is a correlation between students interest and students' reading achievements, that's why the researcher interested to figure it out in listening field.

2.2. Concept of Interest

According to Winkel (1984:30): interest is permanent incline of the subject for feeling attracted to certain field. Interest is event of inclined directed intensively to an object that considered important. That is why interest is considered to be essential thing in this research to be measured, and to know how far the influence of students' interest to their achievement.

According to Gardner and Tamir (1989:410):

The term ‘interest’ usually refers to preference engaged in some types of activities rather than others. An interest maybe regarded as highly specific type of attitude: when we are interested in particular phenomenon or activity, we are likely to attend to it and to give time to it.

Sinaulan (1978:9) says, “Interest can be defined as forces that support and influence the subject for taking part and giving attention to certain activity than others”. Deci (1992:45) states, interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when students’ needs, capacities, and skills are good match for the demands offered by a particular activity (Stephen et al, 2000). The main point of interest is the intensity. In general, interest is an affective characteristic with high intensity.

From the above description, it can be said that interest is an affective characteristic that have high intensity as a motivator to do a particular activity. In other words, interest is a manageable disposition trough prior knowledge that forces someone to get or to do particular activity.

2.2.1. Categories of Interest

Educational researchers have defined several different categories of interest. Alexander and Jetton (2000:561) highlight situational and personal interest as the two main dimensions of interest involved in the listening process.

2.2.1.1. Individual Interest

Individual interest refers to an abiding and deep-seated personal involvement with a given topic, domain, or activity (Hidi, 1990; Schiefele, 1991:175). Individual interest in listening to English songs can mean enjoying listening and choosing to listen to particular song or music written in English; it can equally mean the deliberate pursuit of investigation of listening as a human activity. Prior research on interest reveals that individual interest connected with the learners' background knowledge or existing schemata (Alexander, 1997:215) and intrinsic motivation (Deci, 1992; Schiefele, 1991) and logically that individual interest is aroused spontaneously (Hidi & Anderson, 1992).

2.2.1.2. Situational Interest

Situational interest is a transient arousal or heightened attention sparked by features of the proximal environment (Hidi, 1990; Schiefele, 1991:173). Krapp *et al.* (1992:15) adds that situational interest refers to interest caused by situational variables, such as the trend. This category of interest is short-lived and is induced by a particular situation. Hidi and Anderson (Branmeier, 2006:552) define text-based situational interest as interest that is evoked by text through topics or ideas that are of universal appeal. Based on the explanation above, it is concluded that situational interest occurs by particular situation that makes the students tend to spend time to an activity.

An individual interest in a subject matter, which by a definition implies the desire to learn more about it. Individual interests are related to the desire to explore and

learn, become absorbed in task, and persist through difficulty (Schiefele, 1991:163). An individual with high interest feels excited and channels energy into exploring the domain, and expands their knowledge of it, in this case with the songs and its' relation to listening comprehension.

2.3. Concept of Song

Doren (1980: 220) states that song is short musical work set to a poetic text with equal importance given to the music and the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. 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 verses set to music and intended to be sung. 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.

From the statement above, it can be inferred that songs consist of lyrics or poetic text. The lyrics and the text are various. Evison (1989: 357) proposes song as a short poem set to music and intended to be sung. In fact, nowadays there are songs that are not completed by music; the singers sing song without music.

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. When students are accustomed to listening to English songs they would easily

recognize the utterances of the singer, and that ability can be implied when they have a listening test. That is why the researcher uses songs to find out the correlation between the interest in English songs and their achievement in listening.

2.3.1 Types of Songs

A song is certainly one of the most prominent elements in music. There are several different categories of songs that have a unique mood and touch. As a result, they cannot be differentiated based on 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 per type based on lyrics, music, tone, culture, and similar other factors. In the following, we have just given a random list of different songs.

Rampur (2011) classifies songs into 9 types, i.e. classical, pop, rock, metal, country, hip-hop, ballads, dance, love:

2.3.1.1 Classical Songs

As the name suggests, classical songs are those in which traditional music has a main role. These songs are first composed by artists like Johann Sebastian Bach, Wolfgang Amadeus Mozart, and Ludwig van Beethoven, just to name a few. However, these songs have had a substantial impact on the music we hear today. Every country has a culture, which is clearly apparent in its classical and folk songs. Good examples are:

- a. *Canon in D major* - Johann Pachelbel

- b. *Symphony No. 9: Ode To Joy* - Ludwig van Beethoven
- c. *The Four Seasons* - Antonio Vivaldi
- d. *Heart of Courage* - Two Steps From Hell

2.3.1.2 Pop Songs

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. Some of the most popular artists are Michael Jackson, Madonna, Britney Spears, Backstreet Boys, Justin Timberlake, and Cher. The composition of pop songs concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop songs. Good examples are:

- a. *Bye Bye Bye* - N Sync
- b. *Beat It* - Michael Jackson
- c. *I Want It That Way* - Backstreet Boys
- d. *Baby One More Time* - Britney Spears

2.3.1.3 Rock Songs

Rock songs are most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Most popular rock artists are Europe, Creed, Def Leppard, Van Halen, Bon Jovi, Red Hot Chili Peppers, Bryan Adams and many other good ones. Good examples are:

- a. *The Final Countdown* - Europe
- b. *Jump* - Van Halen
- c. *Smoke On The Water* - Deep Purple

- d. *Stairway to Heaven* - Led Zeppelin

2.3.1.4 Metal Songs

Metal songs are a bit more hard-sounding than rock songs. These songs have high pitches and screaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music. Few of the metal music legends are Whitesnake, Metallica, Dokken, Winger, Dio, Yngwie Malmsteen, Scorpions, etc. Good examples are:

- a. *Fear of the Dark* - Iron Maiden
- b. *Rainbow in the Dark* - Dio
- c. *Still of the Night* - Whitesnake
- d. *Enter Sandman* - Metallica

2.3.1.5 Country Songs

Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like banjo, mandolin, fiddle, and harmonica can also be heard in these songs. You can listen to songs by Keith Urban, Taylor Swift, Chris Young, Garth Brooks, and Shania Twain to get to know country songs. Good examples are:

- a. *Mean* - Taylor Swift
- b. *If Heaven Wasn't So Far Away* - Justin Moore
- c. *Somewhere Else* - Toby Keith
- d. *Without You* - Keith Urban

2.3.1.6 Hip-Hop Songs

In hip-hop or rap songs, the singers recite lyrics in an off-beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synth, with a focus on the way lyrics are sung. Hip-hop songs have become popular not only in the USA, but all over the world. The most popular stars in hip-hop music are Eminem, Nelly, Akon, Flo Rida, Jay-Z, 50 Cent, and Kanye West.

Good examples are:

- a. *In Da Club* - 50 Cent
- b. *Lose Yourself* - Eminem
- c. *California Love* - 2Pac and Dr. Dre
- d. *Low* - Flo Rida

2.3.1.7 Ballads

Ballads are songs which include a narration of a story in a musical way. These are slow songs basically, but may contain heavy components as well. Generally, ballads have an emotional touch to them, owing to the lyrical content. This is why they are a great hit during live shows. Ballads can be composed by artists from any genre of music. Power ballads are those which combine heavy music with emotional lyrics. Good examples are:

- a. *Is This Love* - Whitesnake
- b. *Carrie* - Europe
- c. *Tears In Heaven* - Eric Clapton
- d. *In Your Eyes* - John Norum

2.3.1.8 Dance Songs

Dance songs are those which are fast and have a thumping rhythmic pattern. Lyrics are not given much importance in these songs. Nowadays, dance songs accompany synth, drum machines, and electronic music. These are played in dance parties and discotheques. Most notable artists for dance songs are Vengaboys, Madonna, Lady Gaga, and many other electronica artists. Nowadays, you would find most traditional songs rerecorded to dance numbers by adding beats and effects. Good examples are:

- a. *Into the Groove* - Madonna
- b. *Heaven* - DJ Sammy
- c. *Can't Get You Out of My Head* - Kylie Minogue
- d. *What Is Love* - Haddaway

2.3.1.9 Love Songs

Love songs are slow songs whose lyrics concentrate on the feelings of love and relationships. These songs are largely played in marriages. There are even sad love songs whose lyrics relate to breakups. These songs are mostly composed by pop and rock artists. Some of the artists who have composed the best love songs are Elton John, Bryan Adams, Richard Marx, Mariah Carey, and George Michael.

Good examples are:

- a. *(Everything I Do) I Do It for You* - Bryan Adams
- b. *I Just Called to Say I Love You* - Stevie Wonder
- c. *Right Here Waiting* - Richard Marx
- d. *My Heart Will Go On* - Celine Dion

The general list above describes the most common types of songs sung and played in the music industry along with some examples of popular songs. Remember that one song can even belong to two or more categories, which is why the classification becomes difficult. However, it is commonly considered that the song types can be classified as per the genre of music.

2.4 Concept of Listening

Listening is an active process of making sense of what we hear. Nunan (2003:24) states that listening, along with reading, as receptive skill, it requires a person to receive and understand incoming information rather than produce. As people listen, they process 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. So that as the basis of humans' skills, the researcher tries to investigate the

students' interest in listening English song and correlates it with their listening test achievement, by taking the rate of their interest and also their listening score.

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 is not only has 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 we actively seek to learn more about the person and how they think.

Those are the types of the listening proposed by Syque. The researcher used type 4 appreciative listening since it might be the most appropriate type to the interest in listening to song.

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

1. Macro Skill

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or directions.

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*).

What is listening without comprehension? Malkina (1995:41) states comprehension can be described as the process which enables the receiver to make meaning from verbal and non-verbal information. Non-verbal information may include background knowledge based on experience or visual information (mental pictures). According to James (2006:1) listening comprehension refers to understanding the spoken language. Testing for listening comprehension must be grade-level appropriate.

Furthermore, James (2006:1) divides listening comprehension into two levels, which are:

1. Lower Levels of Listening Comprehension

This level would include understanding only the facts explicitly stated in a spoken passage and has very simple syntax and uncomplicated vocabulary.

2. Advanced Levels of Listening Comprehension

This level would include implicit understanding and drawing inferences from spoken passage with more complicated syntax and advanced vocabulary.

Thus, listening comprehension refers to the ability to grasp idea from a spoken passage we hear. Therefore, in this research, to suit with the students'

understanding of a spoken passage, the researcher refers to the advanced level of listening comprehension to get ideas and to comprehend information that is explicitly and implicitly stated in a spoken passage which belongs to macro skill.

2.5 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), in teaching listening 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 would help 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 would actively interpret what they hear in terms of their understanding of the situation and the world 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.

Brown (1990:255) states that the objectives of teaching listening are producing good listeners who construct reasonable interpretations on the basis specified input and recognize when specific information is required. As the experts have said above teaching listening is focusing the students in this case the listeners how to get the main ideas of the spoken text, and interpret it based on the things they have listened before.

2.6 Concept of Teaching Listening through Songs

Songs can be one of the ways of teaching listening; it is fun to listen to songs for the young students, moreover if the song is their favorite one, it can help the students to learn unconsciously to listen and get the gist of what the song is meant. According to Coromina (1993:35) 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 through 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 & Fai Li (cites in Saricoban & 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 without realizing (Ebong & Sabbadini, 2006). For students, listening to songs especially their favorite ones is 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 could be familiar with the pronunciation of the native speaker. So it makes them practice listening well all the time indirectly. In other words, a high frequency of listening to English songs would help students to develop and improve their listening

ability because students can learn and entertain themselves at the same time by listening to songs.

2.7 Criteria of Selecting Song

The researcher realizes that not all kinds of songs are appropriate to be used in teaching learning process. According to Paul (2003:45), there are two main principles in choosing songs in teaching learning process.

2.7.1 The first principle is ‘What to look for’

It means that selecting the song to be presented, the teacher has to be careful and consider some requirements as follows:

- A. The song must carry some sort of message or at least tell an interesting story.
- B. Each word must be clearly pronounced.

2.7.2 The second is ‘What to avoid’

There are certain types of songs that should be avoided by the teacher, they are:

- A. Songs that are too fast-paced
- B. Songs in which the music burned the singers' voices
- C. Songs which have no substances in the lyrics
- D. Songs that verge on the obscene or that include lyric that are discriminatory (for instance, song that mock religious beliefs).

2.8 Procedure 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 or sing 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 applies those guidelines to be teaching procedure as follows:

- 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 and 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 song and sing together after that students give a brief account of the theme or story of the song in their own language.
- D. Giving the students a copy of the song chorus one by one and ask the students to fill in the blank of the songs' lyric and discuss it with their friends after that the teacher asks students to read the chorus aloud together with the teacher guide 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 discuss 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.
- E. Playing the song once again. They are 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.
- F. 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.

- G. 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.
- H. 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 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.
- I. Have the students achieved the target structure, the teacher would discuss it together with the students, and then the teacher gives an exercise as evaluation.

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

2.9 Theoretical Assumption

From the reviews above, it can be assumed that the students' interest in listening to English songs positively correlates with students' achievement in listening. It seems that students' interest have an impact toward students' listening achievement. Students who have high interest in English popular songs would be easier in comprehending the verse that they listen to than the students who have low interest. Feeling interest in English popular songs means enjoying the

activity, when somebody are interested in particular phenomenon or activity they are likely to attend to it and give time to it.

Prior research about interest challenges the researcher to conduct similar research concerning EFL listening. While not necessarily more important than other language skills, the researcher sees that the needs for providing the capability to comprehend the meaning of English spoken are often faced with the recorded spoken dialogue or monologue. Therefore, the students are expected to enjoy the activities which would help them to undertake their studies in the future.

However, interest is not the only factor that gives contribution in listening achievement. Factors such as wide vocabulary, good learning strategies, good oral language skill, background knowledge and any other factors also can influence learning achievement. Nevertheless, the researcher still believes that interest in English songs correlates with listening achievement.

At last, the present research which is based upon consideration that different subject, area, gender, and time would make different result of the study.

2.11 Hypothesis

Based on the theories and explanation presented, the writer proposes hypothesis as follows:

There is a significant correlation between students' interest in listening to English songs and their listening achievement.