

II. FRAME OF THEORIES

This session explains about the concept of listening, concept of teaching listening, song in language teaching, advantages and disadvantages of using English song, theoretical assumption, and the hypothesis.

2.1 Concept of Listening

Listening lists first not only because it appears first in natural first language acquisition but because it is used the most. Listening is the ability to identify and understand what others are saying. On the average, we can expect to listen twice as much as we speak, four times more than we read and five times more than we write. Listening ability plays a key role in foreign language teaching, especially with young learners. It is clear that listening has an important role of the young learner to study the language and has the largest portion than the other skill. For example, when we study in the class the first activity we do to get information of knowledge is by listening to our teacher. A listener must listen to something they hear to grasp the meaning of the language by listening to the pronunciation, the grammar and vocabulary.

There are many names for different types of listening. Here is a collection of types and the different names of listening, they are:

1. Attentive Listening

In attentive listening you pay obvious attention to the other person so they can see that you are interested in what they have to say. The opposite of attentive listening is inattentive or casual listening carefully.

2. Comprehension Listening

In comprehension listening we try to make sense the meaning or to comprehend what others are really saying. And through understanding body language, voice etc, it need help us to understand what other person really mean in communication. Comprehension often benefit from drawing out of key facts and items' from long conversation. There are many types of listening comprehension; one of listening for comprehension exercise is nothing specific information. In this exercise the students is asked to listen to a passage and note down specific information from it: the students therefore have to ignore some parts of it and concentrate on others.

- Specific Information

In these exercise the ratio of significant and insignificant information is very high.

Students may listen for two or three minutes in order to pick up the specific information and general idea of the passage which given.

- Areas of Information

Asking the students to note down or remember the entire item relevant to particular area, learners distinguish essential and non essential information.

3. Total Listening

Rogers and Farson (1979) describe active listening as 'an important way to bring about changes in people.' They recommend three activities:

- Listen for total meaning: Listen both for content and also for the underlying emotions.
- Respond to feelings: Sometimes the real message is in the emotion rather than in the surface content. In such cases, you should respond to the emotional message.
- Note all the cues: Not all communication is verbal, so watch for the non- verbal messages.

4. False Listening

False listening occurs where a person is pretending to listen but is not hearing anything that is being said. They may not smile and grunt in all the right places, but do not actually take in anything that is said. This is a skill that may be done by people who do a lot of inconsequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that person again. It is also something practiced by couples, particularly where one side does most of the talking. However, the need for relationship here can lead to this being spotted ('you're not listening again!') and consequent conflict.

5. Initial Listening

Sometimes when we listen we hear the first few words and then start to think about what we want to say in return. We then look for a point at which we can interrupt. We are also not listening then as we are spending more time rehearsing what we are going to say about their initial point.

6. Selective Listening

Selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to 'extraneous' detail.

7. Partial Listening

Partial listening is what most of us do most of the time. We listen to the other person with the best of intent and then become distract, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting to listen again.

8. Full Listening

Full listening happens where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across. This may be very active form of listening, with pauses for summaries and testing that understanding is complete. By the end of the conversation, the listener and the speaker will probably agree that the listener has fully understood what was said. Full listening takes much more effort than partial listening, as it requires close concentration, possibly for a protracted period. It also requires skills of understanding and summary.

In addition, according to Hughes (1991:34) there are two skills involved in listening they are:

a. Macro skill

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

b. 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 and structures (interrogative of the request, imperatives e. g. sit down! cohesive devices e. g. such as and which, detect sentence constituents, e. g. subject, object, verb, preposition), recognizing discourse markers (e. g. Well; oh, another thing is; Now, finally)

Traditionally, the students are required to concentrate on the ability of listening that is to understand the information they hear. In line with the statement above, micro skill of listening in foreign language learning is the most important skill for the beginning students, in order to prepare them for speaking and later for reading and writing.

Jame (2006:1) describes listening comprehension into two levels, which are

1. Low level

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

2. Advanced levels

This level will include implicit understanding and drawing inferences from spoken passages with more complicated syntax and advance vocabulary.

Thus, listening comprehension is the ability to comprehend the idea and specific information of a spoken passage. Since song has familiar vocabulary for the student, song can create good atmosphere that will enable the students to understand the information they heard and reduce their insecurity, because song is something which has a sense to make the students' psychology more comfort and enjoy the learning process.

Therefore, in this research the writer refers to the lower level of listening comprehension to suit with the students understanding of song in order to get general idea and to comprehend specific information that is explicitly stated in a spoken passage told by the teacher and lyric from the song by the singer.

2.2 Concept of Teaching Listening

Listening is one of the language skills that is frequently performed by a person, one can listen while she/he is dining, one can listen while she/he is lying on the bed. 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 education—their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication and much of it is oral, it is of vital importance that our pupils be taught to listen effectively and critically.

(Harmer 1993, Scrivener 1994, Gower 1995, Ur 1996), states that it is not possible to prepare a communicatively competent learner without teaching and practicing this skill. In other

words the main objective of teaching listening ability should be to help learners in coping with listening problem and communicating in real life situations.

One very important idea for teaching listening is that listening activity must make use of students' prior knowledge in order to improve listening comprehension.

Beside that, teaching listening suggests that people needs a way to make active approach to improve listening ability by focusing on the specific problem that student have and planning listening activities to resolve the problem.

The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up

1. Top-Down Process in listening

Top-down means using people prior knowledge and experiences; they know certain things about certain topics and situations and use that information to understand, sometimes called 'inside the head' information, as opposed to the information that is available within the text itself. Top-down listening, then, infers meaning from contextual clues and from making links between the spoken message and various types of student's prior knowledge. Contextual clues to meaning come from knowledge of the particular situation, i. e. the speaker or speakers, the setting, the topic, and purpose of the spoken text, and from knowledge that has been said earlier.

2. Bottom-up Process in listening

Bottom-up processing means using the information that the people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time, they uses their knowledge of language and their ability to process acoustic signal to make sense of the sound that speech

present to them. In other words, they use information in the speech itself to try sounds and impose a structure on these in terms of words, phrases, clauses, sentences, and intonation patterns.

The way of treating the teaching and learning of listening is by focusing on how to get the main ideas, the gist and the meaning in the listening materials even when it is clear that listeners have not been able to identify a lot of the speech sounds is often called the top down processing.

Therefore the writer used the top-down approach in this research to encourage the students to listen for overall understanding and to get the gist of the text without necessarily retaining all the small details, or being able to repeat back to the exact words which will be used by the speaker. The writer hopes by using this approach the students can answer detail comprehension questions that explicitly state on the written passage which will be told by the teacher.

Thus, teaching listening is a process of giving the students a chance to learn the language through information, in which through the stages of comprehending in teaching listening, the students would be able to obtain and to understand the general idea of the information.

2.3 Song in Language Teaching

Song is a short poem or verses set to music and intended to be sung (Hornby, 1987). Song is marked by richness of content, poetical metaphor and symbols that emotionally reflect the world we live in. Song can be used to motivate listeners' positive emotion; it also can inspire the students to express their attitude to the words that they have ever heard. Hornby's idea showed that applying song in the teaching learning process produces an active process of students because they are intended to sing.

Song can play a really important part in the language classroom. It can change the atmosphere in the room within seconds. Furthermore, song can lead in to the topic and ways to pre teach teaching listening ability. Song is an art to express people's feeling trough words and tone. Song consists of several sentences. A simple song usually consists of four sentences. By singing a song students have a chance to express their feeling.

Song and music can help to develop listening ability, facilitate the acquisition of pronunciation, vocabulary, structure, and about culture. Songs are valuable aids to develop student's listening ability. There are many advantage of using them in the classroom: they present new vocabularies and experience in context, through them student become familiar with the pronunciation of the native speaker, and they provide a break from textbook and workbook routine. From the explanation above, the researcher concludes that song is very important to help the students to learn English, not only that song can decrease the boredom and insecurity of students and the teacher but also to enjoy the learning situation.

Song can perform different function in language teaching, as follows (Fixman,2003)

1. Song can motivate a positive emotional approach in language learning exerting emotional influence on listener, song can inspire students to express their attitude toward what they listen.
2. Song can introduce students to the music and culture of particular interest in target language community. While listening to song students begin to recognize the words and notion easily understood by native speaker but which may difficult for foreigners.for example: The research take one from her lesson plan is:

WE ARE THE CHAMPIONS

By Queen

I've paid my dues, time after time;

I've done my sentence, but committed no crime
And bad mistakes, I've made a few,
I've had my share of sand kicked in my face,
But I've come through
We are the champions, my friend
And we'll keep on fighting to the end.
We are the champions (2x)
No time for losers 'cos
We are the champion of the world
I've taken my bows and my curtain call
You've brought me fame and everything that goes with
It: I thank you all,
But it's been no bed of roses, no pleasure cruise.
I consider it a challenge
Before the whole human race
And I ain't gonna lose.

3. Song can serve as an incentive of speaking English in the class. Song which becomes genre including both music and lyrics can be use as a media to teach. They are full and richness of content, poetical metaphor, and symbols that emotionally reflect the world we live in.
4. Song can effectively contribute to the esthetic development of prospective teacher. They help students and teachers to develop their artistic tastes on the basic of critical evaluation of the song they listen to and discuss, and the same time help them to learn how to use song in English Language Teaching.

2.4 Theoretical Assumption

Students' listening ability can improve through various techniques. The same technique might be better to apply in listening ability. The students have to be able to identify the general idea in various types of texts (narrative text, descriptive and recount text as listening materials for Junior High School based on the curriculum 2006). In addition, those texts contain the detail information that requires the students to identify. It is a possible technique can be match with students' purpose in listening. It aims at getting the general idea in the texts. An appropriate technique considers develop students' listening ability. Junior High

School students have narrative text, descriptive and recount text as their listening material based on Curriculum 2006. Song is suitable and appropriate to be applied as students' technique in listening. They find a lot of information in narrative text and song lyric. It is possible to apply song as the media in listening for Junior High School student. They can directly and quickly identify the general idea in the song.

Based on the literature review and the explanation above, it can be assumed that song can be used to improve students' listening ability in identifying the specific information from the song lyric for Junior 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.

2.5 The Hypothesis

The hypothesis of this research was as follows:

There is significant increase of students listening ability after being taught through song.