CHAPTER II
REVIEW OF RLATED LITERATURE

A. Theoretical Description
1. Listening Comprehension
a. Definition of Listening Skill

Listening is a complicated problem-solving skill that encompasses more than simply sound perception. Comprehending meaning-bearing words, phrases, clauses, sentences, and related discourse is part of listening.[1] Furthermore, listening is the act of paying attention and attempting to understand what is being said.[2] This is the primary source of knowledge for children, teenagers, and adults, as well as their understanding of the world and human affairs, values, and sense of worth and respect.

Listening entails a number of fundamental processes, some of which are based on linguistic competence, some of which are based on prior knowledge that is not entirely linguistic in nature, and some of which are based on psychological variables that influence the mobilization of this competence and knowledge in the appropriate task situations.[3] Listening, according to Harmer, is a receptive talent in which people form opinions based on what they hear.[4] According to the description above, listening is an action that involves paying attention to someone or something in order to grasp what they are saying.

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[1] Mehdi Nowruzi, "The Instruction of Meta-Cognitive Listening Strategies and Its Impact on Listening Performance of High and Low-Test-Anxious Intermediate Learner" (*Journal of Studies in Learning and Teaching English*, 2013), Vol.1, No.3, P. 16

[2] Vidya Mandarani, "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down dan Bottom-Up" Jurnal Pedagogi A I SSN 2089-3833, Vol.5, No.5, Agustus 2016, 190

[3] Arif Saricoban, "The Teaching of Listening", (*The Internet TESL Journal*, 2015), Vol. V, No. 12, P. 1

[4] Jeremy Harmer, "*The Practice of English Language Teaching*", (New York: Longman. 2011), P. 181.

b. **Kinds of Listening**

The ability to listen, on the other hand, is difficult to perfect. There are several different sorts of listening to be aware of before learning the skill. These are the ones[5]:

a) Intensive; emphasizes phonology, syntax, and lexis. The learner concentrates on what is really uttered.

b) Selective; focus on core topics and a predetermined objective. The learner tries to extract important knowledge and put it to use in a meaningful way.

c) Interactive; emphasize the importance of becoming an active learner. The learner communicates with others verbally in order to get knowledge or negotiate solutions.

d) Extensive; continuous listening and management of vast volumes of listening material. The student listens to extended excerpts and completes a meaning content challenge.

e) Responsive, focus on the learner's response to stimulus. The learner looks for opportunities to reply and express her or his own thoughts and ideas.

f) Self-directed listening; emphasis on learner progress monitoring and navigation of "help" alternatives. Learners choose their own extracts and assignments, keep track of their own progress, and determine their own patterns of engagement with others.

c. **Types of Listening Activities**

There are several sorts of listening, depending on the aim. Here are some examples of different forms of listening that students can use to improve their listening abilities.[6]

1) Active Listening

The skill of active listening is to listen for significance. Listeners must pay close attention to the words of others in order to get meaning from them. Even when listeners are actively listening, meaning is not guaranteed, but they will at least be aware that they do not understand and will be able to ask the appropriate questions to acquire illumination. Active listening

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[5] Michael Rost, Teaching and Researching Listening, (Edinburg Gate: Pearson Education Limited, 2011), 2nd ed., page 182-183

[6] Michael Rost, "Listening", Ronald carter and David Nunan (eds.), The Cambridge Guide to Teaching English to Speakers to Other Language, (Cambridge: Cambridge University press, 2001), page 7

concentrates the listener's attention on the speaker. By asking questions and/or summarizing what the speaker stated, the listener provides verbal or nonverbal feedback. In this case, the listener goes beyond the stated words by using his other senses.

2) Critical Listening

Evaluative, judgmental, and interpretative listening are other terms for critical listening. The fundamental purpose of this sort of listening is to analyze the message logically while examining the speaker's many arguments. It necessitates some deductive reasoning, judgment, and critical thinking. It is required in order to evaluate the strength of the evidence and assess the speaker's motivation. Critical listening, on the other hand, is a difficult discipline to master since it necessitates the simultaneous intake and evaluation of information.

3) Content Listening

This style of hearing entails comprehending and remembering the speaker's information. It also necessitates identifying the message's essential contents and searching for indications through a summary. Furthermore, it is critical to comprehend the speaker's various sounds and tones. Other aspects, including as phonology, vocabulary, grammar, general discourse, and informative discourse, must be considered as well. To use content listening efficiently, you must first determine the primary concept or important elements of the communication. If the message was misinterpreted, the next step is to ask questions for clarification. This will increase the level of understanding of the message transmitted

d. **Process of Listening**

1) **Pre-Listening**

Teachers must acknowledge that all students bring various backgrounds to the listening experience during the pre-listening phase. The listeners' beliefs, attitudes, and prejudices will influence their comprehension of the massage. In addition to being aware of these elements, teachers should be aware of their pupils' histories and how they influence the massage they get.

Students require support before to listening in order to activate what they already know about the concepts they will hear. It is insufficient to just be informed about the subject. Pre-listening exercises are crucial to determine what is previously known about the issue, to provide relevant background, and to create the listening objectives. Students must realize that listening entails not just hearing but also thinking, as well as a great lot of interest and knowledge that both the speaker and the listener must share.[7]

2) **During Listening**

Students must comprehend the role of pace in the listening process. People listen and think at four times the typical conversation rate, according to Nichols.[8] Students must be encouraged to actively process the content by utilizing the rate gap. There are various activities that kids might be encouraged to participate in.

'They can run a mental commentary on it; they may dispute it, talk back to it, or extend it,' remark C. Temple and J.W. Gillet. They can rehearse in order to recall it; that is, they can repeat to themselves interesting points. They can think of questions to pose to the speaker... Make a note of the key or key phrase... They can worry if what they're hearing is accurate, or what the speaker's motivations are, or if the speaker is expressing personal sentiments rather than objective judgments.[9]

3) **Post-Listening**

Students must take action in response to what they have learned in order to clarify meaning and broaden their understanding. Post-listening exercises that are well-planned are just as essential as those that take

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[7] Martha King, "Access to Meaning/ Spoken and Written Language, Collage of Education Ohio State University", (Journal Intrnaional: 2014), Vol. 23, No. 3, P. 177

[8] R. G. Nichols, Factors in listening comprehension, Speech Monographs, (London: Routledge, 1948), 15.

[9] C. Temple & J.W. Gillet, Language arts: Learning processes and teaching practices.

Glenview, (Illinois: Scott, Foresman and Company, 1989), p. 14

place before and during class.[10] Here are several examples:

a) To begin, students might ask themselves and the speaker questions to clarify their comprehension and corroborate their hypotheses.

b) To imply that the post-mortem examination is a very valuable tool. Students should discuss what the speaker stated, challenge expressions of opinion, expand on key points, and draw parallels between life and literature.

c) Students can give an oral, written, or outline summary of a speaker's presentation. Students might utilize time lines, flow charts, ladders, circles, diagrams, webs, or maps in addition to the classic outline approach.

d) Students can go through their notes and add anything they didn't get a chance to write down during the speech.

e) Students may analyze and evaluate what they've heard critically.

f) Students may be given the opportunity to participate in activities that build on and deepen topics learned during an oral presentation. Writing (e.g., response journal, learning log, or composition), reading (e.g., more study on a topic or a different point of view), painting, or play are examples of these (e.g., designing a cover jacket after a book talk or developing a mock trial concerning the topic through drama in role).

2. **English Song**
   a. **Definition of Song**

   Songs are a natural approach to get kids to listen to rhymes while also being a fun way to learn.[11] Schoepp noted that if the music can be included into the language lesson, it will be beneficial.[12] Music adds beauty and passion to the

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[10] Thomas G. Devine, Listening Skills Schoolwide: Activites and Programs, ERIC Clearing on Reading and Communication Skills, 1982, p. 27

[11] Becky Iwasaki. et al., Let's Bring Back the Magic of Song for Teaching Reading, The Reading Teacher, 67, 2013, page 138

[12] Kevin Schoepp, Reason for Using Songs in the ESL/EFL Classroom, The Internet

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classroom in new ways. For pupils, songs may be pleasant, memorable, and engaging.[13] A song, according to Edgar, is a sung piece of music. He also adds that song is a language bundle that combines culture, vocabulary, listening, grammar, and also serves as a moderator for other language abilities in a few rhymes.[14]

Furthermore, song is an effective teaching tool. It is because music may help pupils relax while learning and make the learning process more enjoyable. It may be simpler for children to recall new language if they learn terminology via music. The learning process may be made more entertaining by practicing listening via song. Students will be more inclined to practice their listening skills without feeling pressed.

Music and song will always be linked. Music may be a useful tool for achieving relaxation and harmony, as well as improving learning effectiveness. Music is carefully picked and determined in order to assist pupils in quickly learning and understanding topics. It was claimed to induce an alpha state, in which the mind is relaxing and contemplative yet still open to receive information.[15]

b. **Types of Song**

Dale T. Griffee divided songs into five categories depending on length and tempo: 15

1) All of the songs. It is so named because this type of tune may be utilized for any activity.
2) A song that is short or sluggish. It indicates that the action that corresponds to this type of music is one that does not require a lot of energy, such as napping.

TESL Journal, Vol.2, 2001, page 1

[13] J.J. Wilson, How to Teach Listening, (New Mexico: USA, 2008) page 49

[14] Edgar Alberto, _'The Use of Song as a Tool to Work on Listening and Culture in ESL Classes, ''Scientific Information System Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal, No.15, 2010, p.124

[15] Claudia Smith Salcedo, _'The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal,'' Journal of Collage Teaching & Learning, Vo. 7, No. 6, 2010, p.19

3) A story-telling song is a song with storylines in chronological sequence. It has three parts: a beginning, middle, and a conclusion.
4) A lengthy song. This is a song that is four minutes or more in length and is frequently difficult to sing due to its speed.
5) A rapid song or a short song. There are no recurring lyrics or refrains in this song. It likewise has a fast tempo and a short duration.

All of the songs utilized are connected to life, and they are short and slow so that pupils can understand them. Because it hasn't been functioning properly and hasn't had the chance to flourish, songs as educational medium require significant consideration.

c. **Physiological Response to Music**

Music is beneficial to both the body and the mind. Anxiety, heartbeat, pain, and blood pressure are among the physiological benefits of music. Music, on the other hand, can help with breathing, healing, and stress relaxation. Music has been shown to alter blood pressure, blood flow, pulse, and other bodily functions. Human heartbeats range from 70 to 100 beats per second on average. As a result, music with a speed of 60—80 MM/minute will assist kids relax since it conforms to their physiological rhythm.[16]

A song is a musical composition that incorporates words and is performed by a human voice (typically supported by various musical instruments) (lyrics). The word in a song generally has a poetic, rhyming element to it, yet it may also include religious language or free prose. Song can be classified in a variety of ways, depending on the criteria utilized. Art songs, popular songs, and folk songs are the three types of songs. The unique form of song contains elements that are akin to speech and poetry. Song and speech are both made up of vocals that are linguistically significant and have a tune. Song and poetry, on the other hand, both employ words to communicate meaning.

A song or piece of music can be used to teach a foreign language. Song might help to create a pleasant mood in the

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[16] Claudia Smith Salcedo, ‗'The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal,'' Journal of Collage Teaching & Learning, Vo. 7, No. 6, 2010, p.19

classroom. because the pupils will regard it as more of a kind of amusement than education. This can occur if a teacher employs a popular song in a classroom learning exercise; popular songs are a part of their youth culture. This type of music will appeal to young people. When pupils hear a song, they will recognize the vocalist and attempt to comprehend the meaning of the song by listening to the lyrics. As a result, songs are also beneficial in establishing language rhymes and providing information to pupils about the culture of the songs; the performer.

Popular songs that are utilized in foreign language study are highly significant in making the learning process more enjoyable. Songs will encourage students to participate more actively in the learning process, resulting in increased confidence in the learning process and a desire to continue learning. The songs' linguistic content should not be too tough, and the lyrics should be based on a balance between the teacher's and students' tastes. Students are unlikely to pay attention to music they dislike, but teachers should love the songs they utilize as well. Otherwise, they are unlikely to teach them well.[17]

3. **Teaching Listening Using English Song**

When creating listening skills content, it is critical to consider the utilization of real information. Students can learn the abilities needed to comprehend and use language that is regularly encountered in real-life circumstances by using authentic content. As a result, it's critical to take advantage of every chance to expose kids to real-world examples of language usage in order to help them become more effective communicators.

According to Ur, a listening activity based on a simulated real-life event is more likely to be engaging and inspiring than a pre-planned textbook comprehension exercise.[18]Real-life listening activity has the following characteristics:

a. To listen intently and with a clear expectation.
b. To react quickly to what one hears
c. To look at the person who is listening.
d. To have some visual or environmental hints as to what is being heard.

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[17] Penny Ur, Teaching Listening Comprehension, (London: Cambrige University Press, 2009), P.66

[18] Ibid

e. To be spontaneous stretches of hand conversation that differ from formal spoken language in terms of redundancy, loudness, colloquialism, and aural character.

B. Review of Previous Study

The researcher takes some previous research that investigates the similar topic with this researcher. The previous research is taken as the references to conduct this research and the previous research that the researcher takes is as follow:

The first research is from Sholihat & Utami with the title "Improving Students' Listening Skill By Using English Songs". The aims of this research were to investigate the effectiveness of using English songs to improve students listening skill and to know the students attitudes of using English songs in listening skill. The result of the research showed that the students' progress in mastering listening skill during the activity can be seen from the Paired test that shows t count is higher than t table (-32.697>2.042). It indicates that English songs is effective in listening skill.[19] The similarity between the research study and this research is to investigate the students' improvement in listening skill by using English song. While the differences between the research study and this research is the object of the research.

The second research is from Hariratul Jannah1, Abdollah and Syahria Majid in title "Improve Students' Skills in Listening Comprehension By Using Song Based on Multimedia". The aims of this research were to improve listening skills in English-speaking students of the English Language and Literature Study Program at the Faculty of Letters of UMI and to develop listening learning models with multimedia-based song media. The result of this research showed progress. From the process, students are able to recognize and make songs as learning me-dia, not merely as entertainment. They are able to analyze how the message of a song through the poem, and also be able to find the equivalent of several words that mean the same.[20] The similarity between the research study and this research is to investigate the students' improvement in listening skill

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[19] Dadang Solihat & Prita Lusiana Utami, "*Improving Students' Listening Skill By Using English Songs*", Journal Of English Education, 2014, Vol.3, No.1, P.81-90

[20] Hariratul Jannah1, Abdollah And Syahria Majid, "*Improve Students' Skills In Listening Comprehension By Using Song Based On Multimedia*", Jurnal Bahasa, Sastra Dan Budaya, 2018, Vol.1, No.2, P.107-113

by using English song. While the differences between the research study and this research is the time and setting.

The last research is from Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi with the title "The Use of Songs to Improve Students' Listening Comprehension Ability". The aim os the research was to find out the utilization of songs as the technique of teaching listening. The result of this research was English song can make the students become active in the class, they are interesting, and so they can do a listening task well. However, utilizing songs in the listening process has the challenges, such as; pop songs are not scientific, inefficient sound systems in schools may cause problems while listening to songs, the types of music favored by students may not be matching with each other.[21] The similarity between the research study and this research is the to investigate the students' improvement in listening skill by using English song. While the differences between the research study and this research is the school that become the reseach.

The last research is from Cindiyana Muryani Putri in research title "Using English Songs in Improving Listening Skill". The aims of the research was to improve students' listening skill in Class Eleven Multimedia of Vocational High School Mandiri Pontianak in Academic Year 2017/2018. The result of this research showed that English songs improved students' listening skill by Filling in the blank song lyrics. The students' individual score in listening also improved in teaching learning process.[22] The similarity between the research study and this research is to investigate the students' improvement in listening skill by using English song. While the differences between the research study and this research is grade of the students.

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[21] *Ni Luh Gede Windy Lestary And Si Luh Nyoman Seriadi*, "The Use of Songs to Improve Students' Listening Comprehension Ability", Journal of English Language Education, 2019, Vol.2, No.2, P.33-42

[22] Cindiyana Muryani Putri, "*Using English Songs in Improving Listening Skill*", The Library of Education Department Teacher Training and Education Faculty Tanjungpura University, 2018