

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

Several previous studies indicated that listening skills have their own obstacles compared to the other three skills, such as reading, writing, and speaking. Therefore, several studies were conducted to test the effect of using English songs as a teaching method that aims to enhance students' listening ability. Research that have been done previously, found there are several advantages of using songs as a listening learning medium that can increase the monotonouse of the atmosphere when the teaching and learning process is in progress, so as a result, students are able to develop their language ability more easily (Kuswoyo, 2013).

The first study was conducted by Lestary & Seriadi (2019) entitled ‘‘The Used of Song to Improve Students' Listening Comprehension Ability’’. This study was conducted in order to determine the efficiency through using songs in the learning process to enhance students' listening skills, notably in English subjects. According to the research, using songs as teaching materials has both advantages and disadvantages. During the teaching-learning process, the song establishes a pleasant atmosphere and assists the teacher in simply explaining the topic. It also aids students in developing their listening skills. Furthermore, the use of this method could indeed attract students, so that they get more engaged during the learning process and more enthusiastic about completing the assignment. However, there are several obstacles that must be endure when using songs as a teaching media, such as pop songs doesn't scientific, the bad quality of the sound system, types of music favoured by the students were different from each other.

The second research was conducted by Listiyaningsih (2017) entitled “The Influence of Listening English Song to Improve Listening Skill in Listening Class”. The main objective of this study was to identify the impact of English songs on increasing listening skills. The study was conducted with a qualitative approach. The study found a positive effect from the use of the song in teaching listening. Not only did the listening ability increase but also increased in pronunciation, vocabulary, and understanding the meaning of the song.

The third research was conducted by Mubarak, Darwis & Suaib (2020) called “Using Disney's Theme Song to Improve the Students' Listening Skill at Eleventh Grade of SMAN 13 Bone”. The objective of this research was to find out the effect of Disney's theme song on students listening ability. A quantitative method was used in this research. The study discovered that using Disney songs as learning media to help students improve their listening capabilities was effective. The pre-test means the score was 66,43, whereas the post-test was 78,0357. They also found that there were advantages of using songs such as introducing a new language, helping to improve students' pronunciation, the song could increase students' motivation during the learning process, and strengthening their memory.

Then, another research was conducted by Putri et al. (2017), entitled “Using English Song in Improving Listening Skill”, by using the classroom action method. The objective of her research was to solve the problem faced by students during the listening tests. The result of her study showed that students' listening skills were improved. It also helps the students to study more focus during the learning process. It also created a positive atmosphere, so the students enjoyed the listening test.

Next, Bokiev, et al. (2018), in their research entitled “Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms”, aims to analyze English songs' role in the teaching process. The researcher reviewed some related studies to support this research. The findings indicate that using a song as a tool in teaching is helpful. It also can address different intelligences, boost students' motivation, decrease anxiety, increase memory, and develop a good learning atmosphere. As we know that, students' motivation plays important role during learning process. According to Ambarwati & Mandasari (2021) motivation can be defined as a student's willingness to learn something because the higher motivation they have, the better they will be.

Futhermore, Kahraman (2008) carried out research titled “The Use of Songs in Improving Listening Comprehension in English”. His study aimed to determine which music genre and vocalist origin should indeed be picked to choose the most suitable method in listening for better comprehension. The result showed that the lower and the more silent the music is, the better understanding occurs. He also adds that the listening cycle is better, not more than two times each session. The first session played the song without pauses and the second time with pauses.

In addition, the study was conducted by Hendrawaty (2019) with the title “The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya”. The research applied qualitative and descriptive quantitative methods in the implementation of the research. According to the findings of the study, the use of songs has a significant impact on the acquisition of student scores. On the listening test, the average student score was indeed 75.33. Students also experienced an increase in vocabulary knowledge. The last research that was conducted by Gusviani (2014),

entitled “The Used of English Song in Teaching Listening Skill (A Quasi-Experimental of Eleventh Grade of Senior High School at SMA Negeri 4 Cimahi)”. The research method was quantitative. The data was obtained using a pre-test, post-test, and a questionnaire. The result showed that students enjoyed the listening test by using songs and enthusiasm while finishing the test. In addition, the utilization of English songs proven effective in engaging learners in enhancing their listening abilities.

Overall, there are differences and similarities between the previous and present studies based on earlier research. The use of English songs as a teaching approach to enhancing students' listening comprehension skills resembles the current and prior studies. The differences from the present study and previous studies, such as research objective and the type of song. Most of the previous studies are used either Disney theme songs or slow songs; meanwhile, in the current study, the researcher used popular songs.

## **2.2 Theoretical Framework**

### **2.2.1 Concept of Listening**

Listening is the first step to speaking, which language development happens in someone's first language. Listening is crucial to understanding a target language in its spoken form. English learners who master listening skills will comprehend the message provided by speakers and respond logically to what they mean. Listening is linked to neurological cognitive about the processing concerning how the audio stimulation is obtained by someone's auditory system. As a result, listeners

comprehend and translate communications directed to them throughout a listening process.

Janusik (2002) defined listening as the process of acquiring, comprehending, and interpreting spoken and nonverbal messages. Glen (1998) there are five important factors in listening comprehension such as the concept of perception, attention, interpretation, memorizing, and response. Similar to Glen, in his research Saricoban (1999) stated more detailed micro-skills of listening include several features, such as: predicting, guessing, identifying and retaining relevant points, understanding different accents, understanding stress, and intonation, understanding everyday vocabulary.

In other words, listening is a receptive skill where people receive ideas from what they heard. Accordingly, listening comprehension is a complex process of determining and understanding conversation and what speakers say using audio cassettes in English.

### **2.2.2 The Process of Listening**

In the process to develop the listening ability, the students need to be facilitated by formal and non-formal education institutions. Language acquisition or development can take place only while someone conceives the message in the target language (Krashen and Terrel, 1983:19). Listening plays an important role in someone's speaking ability; according to Mendelsohn (1994), the total spent on listening takes up to 40-50%, followed by speaking 25-30%, 11-16% for reading writing for about 9%. Therefore, to develop students' listening skills include some basic knowledge such as pre-listening, while-listening, and post-Listening (Cook, 2001).

### **2.2.2.1 Pre-Listening**

Pre-listening are activities in which students usually prepare themselves in advance before the teaching-learning process on listening material begins. In this circumstance, the teacher needs to assess and examine students' listening skills before learning begins that each student comes from a different background in the listening experience.

In this stage, teachers will help the study decide what to listen to; afterward, they are expected to focus on monologue or dialogue meaning during listening. In other words, before listening, students have to assist in activating the knowledge they already have about the subject they will hear. Students also must understand that throughout the listening process, they are not only required to listen but also required to think about the audio that is being played to get the idea and information. They are needed to listen and think about the audio being played to get the idea and information.

### **2.2.2.2 While-Listening**

While-listening, also known as during-listening, activities, is when students need to facilitate the listening process. Teachers can use the top-down (conceptual-driven) and bottom-up (data-driven) listening approaches.

These phrases combine to form a full text, whose meaning is subsequently deduced by the listeners. Furthermore, the grammatical relationship that includes Suprasegmental phonemes such as rhythm, intonation, and stress play a valuable role in this data-driven processing. In this process, the teacher can assist students by having them practice to identify up and down intonation and differentiating between two different sounds.

In conclusion, at this stage, students are required to listen to a dialogue and determine where the conversation took place, as well as listen to a conversation and determine

what the participants are discussing. It focuses their attention on important themes in the text via while-listening exercises, such as asking students to count how many speakers and how often they hear particular terms, and how many questions they hear, and so on.

### **2.2.2.3 Post-Listening**

The importance of post-listening exercises is that they help students improve their listening skills. The most successful post-listening practices are those that are completed right after the listening activities. Before listening, the teacher is supposed to design a very well lesson that can stimulate students to enhance their listening abilities. In addition, tasks on listening skills should be reflective, critical, and interpretative. As a result, students will be able to integrate what they have heard if the stimulation process is well-planned. Then, to check and assess students' abilities, the teacher can use the post-listening method, validate and expand their comprehension well beyond the basic level to the interpretative and analytical levels.

Post-listening ensures that the message is understood and remembered by the students. It entails extending and improving the listening job. Students must assess the outcomes of decisions made during a listening exercise. The purpose of this section of the lesson is to provide students with a task connected to the topic to guarantee their comprehension and memory of the message, as well as reflection on the passage's language, by asking them to express and deepen the listening assignment in spoken/written forms.

### **2.2.3 The Types of Listening**

There are two types of listening process based on its purpose according to Newton & Nation (2020), such as:

#### **2.2.3.1 One-way Listening**

One-way listening is usually related to the transmission of information (transactional listening). One-way hearing is a psycholinguistic process in which the listener receives, understands, and reacts to the source of auditory data without communicating. The listener is attentive but does not engage in any interaction with the speaker, such as asking for clarification, speaking more slowly, or asking for a repeat. One-way listening includes listening to the radio, television, movies, internet recordings, and live lectures.

#### **2.2.3.2 Two-way Listening**

Two-way listening is usually related to establishing a social connection. Two-way listening is the listener's active participation in a communication setting, including at least one other interlocutor. Meaning is perceived, inferred and anticipated, synthesized, negotiated, and co-constructed with interlocutors through two-way listening. The cognitive process is accompanied by the quick and appropriate exchange of listener/speaker roles to fulfill social aims and emotional balances and processing and interpretation of meaning.

### **2.2.4 Concept of Teaching Listening**

Lessons in listening comprehension must have clear objectives that are clearly defined. These objectives should be integrated into the broader curriculum, and both the instructor and the students should be aware of them. Lessons in listening



comprehension should be carefully planned out step by step. This suggests that as a student's language skill improves, the listening tasks get more complicated; that the student understands the assignment and is given instructions on when to listen, where to listen, what to listen for, and how to listen. Nevertheless, the teacher should choose a strategy that incorporates listening and processing. Nunan (1998) acknowledges that combining both bottom-up and top-down processing is one of the concepts for creating listening techniques.

#### **2.2.4.1 The top-down processing**

It refers to clarifying the meaning from the audio played via the mind's schemas or knowledge structures (Nunan, 1998). This viewpoint stresses the importance of the learners' prior knowledge in making meaning of the material they receive. Prior knowledge can aid their ability to comprehend incoming information by linking the familiar to the new, yet a severe absence of such knowledge might impede their efforts to comprehend a specific statement. In other words, bottom-up processing determines the meaning of communications based on the linguistic data received.

#### **2.2.4.2 Bottom-up processing**

Bottom-up processing entails constructing meaning in a linear model from the smallest unit of spoken language to the greatest (Nunan, 1998). As a result, the students comprehend a spoken conversation by elaborating a series of sounds into certain words. Then, a group of words is connected together to form phrases, which are then combined to form sentences. By top-down processing, listening is more concerned with activating schemata, derivation of meaning, global comprehension, and text interpretation.

### **2.2.5 Concept of English Song**

Teaching is Arevalo (2010) defines a song as a piece of music that is sung. The song is made up of a sentence consist of words that represent feelings, places, or other things, which can then be accompanied by musical instruments and sung by humans using their vocal chords. The word in a song generally has a rhyming nature, poetic, yet it may also include religious poems or free prose. The song can be classified in various ways, depending on the criteria utilized. The song is categorized into three groups: ballads, popular songs, and art songs. The song's unique form incorporates components similar to speech and poetry. Both song and speech are composed of linguistically meaningful voices and have a melody. On the other hand, Song and poetry both employ words to communicate meaning. The song might help to create a pleasant mood in the classroom. It's also a fantastic language package that includes culture, vocabulary, listening, grammar, and various other language abilities in a few rhymes. Songs can also offer a more comfortable learning environment, allowing students to better comprehend the material while taking a listening exam.

### **2.2.6 Materials and Procedures of Giving English Song Test**

The practice Listening comprehension test must have specific objectives that are communicated. These objectives should be integrated into the overall curriculum, and both the teacher and the students should be aware of them. According to Gilakjani (2011), some procedures need to consider in giving English song test, such as:

- a. Lessons in listening comprehension should be carefully planned out step by step.

This suggests that as a student's language skill improves, the listening tasks get more complicated; that the student understands the assignment and is given instructions on where to listen, what to listen, and how to listen.

- b. Listening comprehension lesson structure should include active, overt student engagement.
- c. To improve attentiveness, listening comprehension instruction should give a verbal urgency for remembering. This sense of urgency, along with attention, is necessary for memorizing should originate from the lesson instead of the teacher. This is accomplished by providing students with a writing project before listening to the material.
- d. Mindfulness memory training should focus on listening comprehension because one of the goals of this field is to increase the memory capacity of students. This memory improvement can be done by increasing memory during the stimulation process.
- e. Listening comprehension lessons should teach rather than tested. It means that the objective of verifying students' responses should be considered only as feedback, a way for students to learn how they did and how they are developing. There should be no pass/fail mindset after finishing the test.

### **2.2.7 Advantages of English Songs**

Music is a great stimulator for engaging students' interest as it talks to students' emotions while also enabling them to analyze them. According to Hornby (1990), Song is a kind of entertainment in which music is used to support the words being sung that includes listening to vocabulary, culture, grammar, etc. Song also has another benefit, such as providing a good atmosphere for the teaching-learning process. Almost everyone loves to hear the songs in their daily activities. Thus, the use of song as teaching media can be very beneficial to overcome problems are faced by the students and improve students listening skills. Putri (2017), in her research, prove that

the application of English song success in enhancing learners' listening skill with some advantages as follows:

- a. Using English songs in teaching helped learners enjoy the listening process.
- b. The students were more focused on their studies and made less noise.
- c. The students completed their tasks on time.
- d. English songs helped create a positive atmosphere during the teaching-learning process.
- e. English songs helped learners motivate themselves in the process of teaching and learning.

### **2.2.8 Hypothesis**

The hypothesis is a tentative solution to the research's purpose that is theoretically regarded as the possible or maximum level of truth. It is the researcher's provisional truth that should be examined and proven. In this research, there were two hypotheses, as follows:

(H<sub>0</sub>): There were no significant effects from English songs in the experimental class and those who were treated as without song in controlled class at eleventh-grade students in MAN 1 Bandarlampung.

(H<sub>α</sub>): There was a significant effect between those treated with an English song in the experimental class and those treated without a song in the controls class at eleventh-grade students in MAN 1 Bandarlampung.