

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Teaching Listening

2.1.1 *Definition of Listening*

Listening is an active process that is different from hearing, which is passive. In listening, the listener has to pay attention and comprehend the verbal communication delivered by the speaker (Hornby 2006; 687). He defines listening as hearing something that someone is meant to hear.

Moreover, Sugito (2007: 15) describes that listening has three components. First is called sound discrimination. Here, the listener distinguishes all sounds in the language presented and discriminates between them. Second is called auditory memory. It is used to teach sound discrimination, connected phrases, and it is used for increasing the auditory memory by pairs drill. Mimicry and memorization, reading aloud, and dictation are some techniques that are beneficial in developing auditory memory. The last is comprehension. The student's degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation pattern, and to retain what they have heard.

2.1.2 *Teaching Listening*

Teaching listening can help the students to increase their other skills especially vocabulary mastery. Students can obtain some new vocabularies from listening. The process of English vocabulary acquisition needs some native or

original English records as the materials to learn, however, there are advantages and disadvantages in teaching listening skill by audio recorder media as stated by Harmer (2007: 229). The advantages are:

- 1) Taped materials allow students to hear a variety of different voices apart from just their own teacher's.
- 2) Taped material is extremely portable and readily available.

The disadvantages of recorder are having poor acoustics, audibility of taped and disk material often gives cause for concern if it is put on the big classrooms. The second disadvantage is learners cannot interact well with the record. In addition, Richards (2008: 3) writes about two kinds of teaching listening, they are teaching listening as comprehension and listening as acquisition. Listening as comprehension is the traditional way of thinking about the nature of listening. Listening as acquisition is the role of listening in a language program which helps to develop learners' abilities in understanding things they listen to. From this explanation, the learning English through songs here includes on listening as acquisition with two part cycles of listening activities.

Furthermore, teaching listening skill as acquisition is a good method which will be described in this research. Here, the researcher will use three cycles in the process to improve students' achievement in teaching and learning listening skill. In addition, teaching method will be used in this research to explore the implementation.

2.2 The Students' English Vocabularies

2.2.1 The Definition of Vocabulary

Ratnawati (2006:10) claimed that “vocabulary” means a list of words with their meanings, glossary, some of words used in a language or particular books or a branch of science. Charles (2007:71) has different definition about vocabulary, he says “vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading”

From the statement above, it can be concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication.

According to DePorter (2008: 11), students acquire English not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration featuring the target language with vocabularies and various grammatical information. Students' vocabularies will be improved because of good condition on himself or surround him especially good circumstances to support their learning.

When people learn English, they should master vocabulary if they want to master English well. It happened because vocabulary is a central of language and of critical importance of typical language. If people have sufficient vocabularies, they cannot communicate effectively or express his ideas in both oral and written form. Hocket (in Celce-Murcia and Mc Intosh, 2000: 129) states that vocabulary

is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.

Furthermore, Finnochiaro in Burke (2008: 73) stated that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words that the student understands, can pronounce correctly and use them constructively in speaking and writing. In addition, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. So, it can be concluded that the students should be able to use both types of vocabulary. They should use active vocabulary in order to use in productive skills (writing and speaking).

2.2.2 Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for words, to help the objectives achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language. According to the concept and function of English stated in 2006 curriculum the teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. However, in constructing

a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Moreover, teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. By mastering vocabulary, the students can use the language in appropriate way and they believe that English can be used to express the same ideas or feeling they express in their native language (Finocchiaro in Burke, 2005:38).

In addition, Wallace (2008:207) explains that teaching vocabulary should consider these following factors. First is aims. The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students. Second is quantity. The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which easily to understood by the learners. In teaching vocabulary, the teacher has to choose the words that really needed by the students in communication. Third is frequent exposure and repetition. Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking. Fourth is meaningful presentation. In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous. Fifth is situation and presentation. The teachers tell the students that they have to use the words appropriately. The

use of words depends on the situation in which they are used and on the person to whom they are speaking.

According to the explanation above, it can be concluded that the teacher should teach vocabulary to their students, so they can have more list of vocabularies. In teaching vocabulary, the teacher has to understand the aim of teaching vocabulary. When the teachers presents new vocabulary, they should try to enable the students to recognize the words and their meanings perfectly and clear by, and use the word appropriately depends on the situation. In the end, the teacher does not only need the method but also the media to improve the students' vocabulary mastery.

In using the media, the teachers should know some characteristics of junior high school students. Junior high schools students are young learners with many specific characteristics. Each of them has different motivation and interest in learning English. According to Suryo (2009: 8), the key factors of effective teaching are not the approaches and methods in language teaching themselves but the teacher's deliberate selection of different approaches and methods and the devoted practice of putting theories into real teaching activities in a corresponding social-cultural context.

Furthermore, this method is correlating all aspects of young students like their experiences. Songs will be very useful to be a media between activities in increasing vocabularies and breaking up the lesson. Learning through senses here is young students use their senses to familiarize themselves for new languages. Touching, hearing, and seeing are very important for young students. Natural

curiosity has relationship with young students' habit that they are interested to learn the new language by repeating what adults are saying. In fact, they sometimes feel shy of being mistakes in repeating to say but they still try in spontaneous speaking action. The last character of young student is learning to play. This is the natural background of young students that they need to study by playing. Playing will be more enjoyable for them to learn new language like English.

Those characteristics are the true condition of young students who will learn new language or foreign language especially to improve new English vocabularies. Because they are still learning many subjects, they need more fun and enjoy learning. According Lica (2008: 9), students can relax and feel enjoy about them while singing because it is a form of an expression that they are familiar. So, from the theory above, song will bring students to nice experiences in their life while improving their English vocabularies. They just need to enjoy the learning without pressing their ability much. They can improve their English vocabulary mastery in listening skill of English while they just listen to the song.

2.3 The Concept of Audio-visual

2.3.1 The Definition of Audio-visual

The use of audio-visual aids in language teaching has become a common trend of the English language teaching practitioner, there is not sufficient study on this issue. According to Meskill in Fachmi (2014:14) she stated that audio and visual are integrated each other to make language understandable. In line with that

Carla in Fachmi (2014:16) also stated that the use of video in teaching listening can present language more powerful, more salient, and more comprehensible.

Moreover, the audio-visual aids are tools of record to improve speaking skills that are used for several times and more than others (Meskill in Fachmi, 2014:16). These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process. Audio visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can be a best distraction and at worst mislead the audience. When selecting suitable audio visual aids, the agent will be limited to what is readily available. Within that range some aids are more suited to a particular objective than other.

Most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation. Proficiency in using audio-visual aids cannot be learned from a book; it comes only with practice. According to Madhuri (2013:119) the principles of the audio-visuales are:

1. Select the aids most in accordance with your objective, the composition and size of the student where the aids will be used.

2. Use the aids to reinforce your message. They are to support, to complement and supplement the spoken word, and should not be expected to communicate their content without explanation.
3. Make sure that the student will be able to see and hear clearly. Audio cassettes that cannot hear or lettering that is too small to be seen can make the audience restless and inattentive.
4. Practice using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment.

2.3.2 The Advantages and Disadvantages of Audio-Visual

A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input (Katchen, 2002:5). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the program can be utilized for intensive study.

To pay special attention in a particular subject it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Using visual clues to meaning in order to enhance learning is an

important part of video methodology (Çakir, 2006:3). The other point that should be focused on is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message.

Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring for students.

2.3.3 *The Definition of Video*

According to Susan and Barry in Fachmi (2014:3), video is the combination of moving picture and sound which can present language comprehensively. Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion.

From the descriptive above, as multimedia technology video becomes more accessible to teachers and learners of other languages, its potential as a tool

to enhance listening, hopefully becomes new strategy in teaching listening. Video allows integration of text, graphics, audio, and motion video in a range of combinations. According to Meskill in Fachmi (2014:17), video is considered to be more powerful, more attracting, and more comprehensible than other media for the foreign language learners.

Today, listening is considered as the importance material in foreign language classroom. There are several reasons for this growth, emphasizing the role of comprehensible input; second language acquisition research has given a major concern to listening. As Rost in Fachmi (2014:13) point out, listening is important in the language classroom because it gives input for learner. Without understanding input at the right level, any learning simply cannot begin because listening is thus fundamental to speaking.

Today there are many ways in teaching language, one of them is teaching listening by using video. Video has become more and more popular in language teaching for decades. All skills, such as speaking, listening, reading and writing can be instructed with videos. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. The availability of video materials for teaching listening is high, the choice of videos is the key which can make videos useful or useless in a lesson plan. In line with that Stempleski and Tomalin in Fachmi (2014:18) argued that video is a combination of moving pictures and sound that can show language more understandable than any other teaching media.

Most video materials show people with objects in a setting particularly if it is a real setting, when learners watch the video programs; they are exercising their listening skills. With video the students have the additional clues the visuals give them while they watch and listen. Therefore, teaching listening by using authentic material such as video can reduce these difficulties because usually visual and audio are integrated each other to make language understandable. So that, teaching listening using video could be an alternative in learning listening and to raise the students' achievement in listening skill.

2.4 The Concept of English Pop Song

2.4.1 *The Definition of English Song*

There are some experts who give their description dealing with the song, for instance:

- (1) 'Song is a piece of music to be sung by human voice' (Hornby, 2010:681).'
- (2) 'Song refers to pieces of music that have words, especially popular song such as those one hears in the radio.' (Griffe, 2012:3)

From the definitions above, the researcher concludes that song is lyric with music or words for singing and it is usually performed using musical instruments. Sometimes song is performed without music, but the singer can use the expressions, feelings, ideas, or emotions of the singer.

According to Horn (2007: 13), song and music can help with pronunciation, vocabulary enrichment and articulation. This means lyrics on the music will inspire students to repeat what words on the lyrics. They try to imitate, repeat and speak what words on the lyrics. They also try to memorize all lyrics frequently so

when they play the song they will not read the lyrics again. This way is the steps towards vocabulary enrichment from themselves. Many studies also show that repetition is highly effective for students to remember newly introduced vocabulary. Because students here are active students, they need more opportunity to learn new language. By much opportunity, students can express more without under pressure. So, repetition on singing a song although new for them will increase their interest and motivation to learn English.

Moreover, opportunity must be created in the classroom activities when learning English through song. Classroom activities must be creative and teachers should choose different ways and methods in using song for each classroom. The researcher believes that each classroom will have different students' characteristics. Then, teaching listening through song needs the best way or method choices. According to Yoo (2005: 7) procedure of using song in activity can be done by steps below:

a. Pre-listening

- 1) As a warm-up or schema building activity, ask students what they know about American pop song. You might also want to bring some pictures or CD's of popular actors or singers to class.
- 2) Pass out the close activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

b. While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

c. Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

However, in teaching listening by songs, there are three stages; pre-listening, while-listening, and post-listening. Beside of that, the activity can be in form of gap fills or close texts, true-false statements, and dictation.

2.4.2 *The Reason of Using English Song in Learning*

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language are easily obtainable, provide vocabulary, grammar and cultural aspects and fun for the students. They can provide valuable speaking, listening, and language practice in and out of the classroom. Schoepp (2009: 6) states to be able to understand the grounded theory on which teachers base their reasons for using songs in the classroom and find them valuable we have to understand the listening process that occurs when a song is used in the classroom. According to Schoepp (2009: 13), some key reasons songs can work well in the foreign language classroom include: firstly, songs almost always contain authentic natural language. It happens because the song must express the feeling of the writer. This reason is justifying since song is

making the students more understand vocabularies and how to pronounce the word. Secondly, a variety of new vocabulary can be introduced to students through songs. The teachers are looking many ways to boost student vocabulary with useful phrases, vocabulary and expressions. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

Thirdly, songs are usually very easily obtainable. Songs are usually not difficult to obtain. Local sources may be available including the students themselves. There is always the internet which can connect you with song downloads in all but the most obscure languages. Fourthly, songs can be selected to suit the needs and interests of the students. In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Fifth, grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. Sixth, time length is easily controlled. Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. The use of songs is very flexible. Seventh, students can experience a wide range of accents. A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. The next is song lyrics can be used in relating to situations of the world around us. Songs have been used as vehicles of protest for civil rights, workers' rights, even

prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war, and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex.

The last, is students think songs are natural and fun. Song is fun, even silly songs in English. These are only some reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar, and cultural aspects and are fun for the students.

In this case, the researcher takes two songs related to the topic. Based on the curriculum 2013, the text types for the second grade of junior high school students are description and procedure. The themes suggested for the first grade are self-identity, family, school life, profession, things around us, sing a song, and hobbies. The objective of the English subject in Junior High School is that the students can communicate through written or spoken form to solve their daily problems. In doing this study, the researcher chooses the songs about description as a theme of the song.

The subject of the study is the student of the first year. From the characteristics of the second year students of junior high school explained above, it seems that they are not children anymore, but they are also not fully teenagers. So, the researcher thinks that the music video of songs *Count on Me* by *Bruno Mars* and *Let it Go* by *Demi Levito* are appropriate for them. Those three songs are not too childish and not too complex. However, it is also better for the teacher to use the songs that can describe about the culture of people English spoken language.