**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

**2.1 LISTENING**

Listening is one of English skills, there are so many definitions of listening based on the experts. Helgesen in Helgesen and Brown (2007:3) states that “listening is an active, purposeful processing of making sense of what we hear.” Therefore, it is clear that listening is not merely hear sound.Listening and hearing is different, Barker (1987:14) argue about the definition of listening and hearing as below:

Hearing, which is only one part of listening process, refers to the physical act of receiving sound. It is a passive process that occurs even when we‟re sleep. Listening on the other hand is a work. In other words, when we are listening we need to pay attention and processinghat we listen to. Whereas when we hear, our ear will automatically perceive it. We do not need to pay attention because we do not need to understand it.Another definiton of listening is come from another experts. Howat and Dakin (1974) states that “listening is an active process because we have to identify and understand what other people saying. This process also includes understanding a speaker‟s accent or pronunciation, his grammar and vocabulary and grasping his meaning.” Byrnes (1984) characterized listening comprehension as a “highly complex problem-solving activity” that can be broken down into a set of distinct subskills. Two of these skills are the understanding of component parts of the language (words, verb groups, simple

phrases) and memory for these elements once they have been understood. This means that 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.

“Listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not” (Rost 2002:7). He pointed out that personal definition of listening typically draw upon

one of four orientations or perspectives:

1. Orientation 1: Receptive

Listening is receiving what the speaker actually says.

1. Orientation 2: Constructive

Listening is constructing and representing meaning.

1. Orientation 3: Collaborative

Listening is negotiating meaning with the speaker and respondin

1. Orientation 4: Transformative

Listening is creating meaning through involvement, imagination and empathy.

From the theories above, I conclude that listening is the process of hearing sounds, processing words, and creating the meaning of the sounds. Hearing is the passive activity, whereas listening is the active process to retain and understand what the speaker‟s says.

**2.1.1 Process Of Listening**

According to Helgesen and Brown (2007:6), to understand listening, we have to know how people process the input. This is what is called bottom-up and top-down processing.

1. Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing on different parts; the vocabulary, grammar, sounds, etc. However, it is difficult to get good overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not understand since you are learning a new foreign language then you can not focus on what you are listen to.

1. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in a particular situation: the language you need at the school is different with what you need when socializing with friends.

In listening activity, listeners can use bottom-up or top-down process. When use bottom up process, they focus on the vocabulary, grammar, and sound. So, they try to process the sound into the words. By using bottom-up process, the listeners focus on the detail. Whereas, in top-down process, they may miss the detail, but they know the general meaning of the sound.

**2.2 Media**

According to Oxford Advanced Learner‟s Dictionary, „media‟ is the main means of mass communication such as television, radio, and newspapers. Wilkison in Saputri (2011:14) states that “Media are every tools and materials that can be used in transferring information in a teaching and learning process.” From the explanations above, I conclude that media are every tools that are very useful in teaching and learning process, as Murcia stated that “There are many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context.” (Murcia 2001:461).

Selecting the appropriate media will give an influence for students ‟motivation and achievement in learning English. An interesting media will help teachers to get their students‟ attention during the lesson.

Media for teaching and learning process can be classified into four categories. They are:

1. Actions and stimulation, for example: words, puzzle, and roles playing.
2. Visual media. That media can be seen and the function of this media is distributing the message from the sources to the receiver. Some of the examples are pictures/photo, sketch, diagram, chart, graphs, cartoon, poster, map, globe, and flannel board.
3. Audio media. It is different with visual media, audio media connected with one of the five senses that is ears that can hear something produced by sounds. The meaning of audio media here is media that useful because of its sound. The examples are radio which are turning on and then producing sound, magnetic tape recording, tape recorder, language laboratory.
4. Audio-visual media. Audio-visual media is a media that useful because of their sound and pictures. The examples are TV, movie, and audio-video, which are turned on then producing sound and pictures well

**2.3 Audio-video as one of Audio-visual Media in Teaching**

According to Sadiman et al (2003:74) “Audio – visual aid shows visualization of an information.” The information can be fact (incident, news) or fiction. Then, characteristics of the information can be informative, educative, or instructional. Audio-visual aid can explain the information clearer. As a media in teaching and learning process, audio-visual aid can be a good solution for teacher and the student Audio-video is one of Audio-visual media. The definition of audio-video in Cambridge Advanced Learner‟s Dictionary is “a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television.”

Generally, we can see an audio-video in television, computer, laptop, and another electronic devices. There are two types of audio-video that we usually encounter, they are human video and animation video. In human video, the characters are played by human. Whereas in animation video, the characters are played by moving illustrations or pictures. According Bharvad (2009) “Audio-video materials can be proved to be the best recourses which can be utilized for the upliftment of modern teaching styles. The greatest advantage of these types of materials is that it satisfies both visual and auditory senses of the students.

**2.4. Definition of Song**

 According to Edgar, song is a piece of music that is sung.Futonge also said that song is a language package that combine culture, vocabulary, listening, grammar and also as a moderator for other language skills in just few rhymes.

Moreover song is a good tool that can be used in lesson. because song can provide relax learning and it can makes the learning process be more fun for students. By learning vocabulary through song, it can make students easier in remembering new vocabulary. Practice listening through song can make the learning process more interesting. With this, students will be more motivated to practicing their listening without any pressure.

Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve effectivity of learning. Music is chosen and determined in proper way to help students in acquiring and mastering material easily. It was said to produce alpha state in which the mind was relaxated and meditative but remained receptive.

**2.4.1 Song Physiological Response to Music**

Music has physiological and pedagogical benefit. The physiological benefits from music are lowering anxiety, heartbeat, pain and blood pressure. On the other hand, music also can increase respiratory rate, recovery and tension relief. Listening to music is proved change in blood pressure, blood flow, pulse and other activity. Average human heartbeat is from 70—100 beat per second. That is why music that have tempo around 60—80MM/minute will help students to be more relax as it corresponds with students‘ physiological rhythm.29 The music class consists of singing, instrument musical playing,movement, creativity, and listening activity. The story telling program was aimed to developing language skills for early reading such as listening, organization, comprehension, memory skills. Data may have been influenced by different teaching styles and learning media in class.

Song is a musical composition that comes from human voice (usually accompanied by other musical instrument), that features words (lyrics). The word in song usually sounds poetic, rhyming nature, although sometimes it also contains religious verse or free prose. Song can be divided into many different forms which depends on the criteria that used. Song is divided into art songs, popular songs, and folk songs.30 Song has an element that is similar to speech and poetry, which is the unique form. Both are Song and speech produced from vocal that is linguistically meaningful and have melody. In the other hand, both song and poetry use words to convey the meaning. Music or song can be used for teaching foreign language. Song can create a nice atmosphere inside the class. because the students will consider it as entertainment than learning. This can happen if a teacher uses popular song in learning activity in class, popular songs is part of their youth culture. This kind of song will attract youngpeople, When students listen to a song they will identify the singer and will try to listen to the words so they can understand the meaning of the song. Because of this, songs are also useful in introducing rhyme of the language and give an information to the students about the culture of the songs; the singer. Popular song that is used in learning foreign language is very important to make learning process more fun. Songs will motivate students to be more active in learning process, so they feel more confident in learning process and need to continue the learning process.

Song or music in education should be used for more than tension relief, or leisure time entertainment, roles are often assigned to music by school curriculum.According to Falioni, the addition of music to foreign language class as teaching method may be away to focus students‘ attention and produce more committed learner. In learning language, the role media like songs is important to achieve learning objective that has been decided. To get information from the teacher, first students need to listen to the teacher‘s explanation, but in the other hand student did not pay attention to the teacher. This happens because students think that teacher‘s explanation is boring. Because of that, a good song should not be discarded after it has been taught, but it can be heard at intervals again and again. In this way, student will continue to listen, understand and enjoy it.

The choice of the songs depends on what is available; it can be from what school provided or what teacher has or anything that can be easily acquired. Naturally, in teaching listening through songs, teacher hopes that students can enjoy learning language through songs and also students can learn language in an authentic form, but the distinction is valid one. The linguistic content of the songs should not be too difficult, and the words should be based on compromise between teacher‘s taste and those of their students.Students are unlikely to attend well to songs they do not like- but equally, the teachers should enjoy the songs they use. Otherwise, they will probably not teach them very well.

**2.4.2 The Use of Songs as Authentic Listening Material**

The use of authentic material is important factor to take into consideration when designing listening skills material. With using authentic material, students are given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to have the opportunit**y** whatever possible to expose students to example of real language usage to help them become more communicatively competent.

According to Ur, listening activity based on simulated real life situation is likely to be most interesting and motivating to do than contrived textbook comprehension exercise. The following features characterize real life listening activity:

1. To listen with purpose and with certain expecting.
2. To make an immediately response to what to hear
3. To see the person who is listening.
4. To have some visual or environment clues to the meaning of what is heard.
5. To be spontaneous stretches of hand discourse and from formal spoken prose in the amount of redundancy, noise and colloquialism, and auditory characte**r**

**2.4.3 Factors Contributing to Listening Comprehension of Song**

The possibility in using songs in English as a foreign language class has been actively considering for the last two decades. Song is considered to become one of the materials in English class because it has many language values in it. It is possible to suggest among the methodological purpose with songs that are used in classroom; it is possible to rank the following:

1. Practicing the rhythm, stress and intonation patterns of the English language.
2. Teaching vocabulary, especially in the vocabulary reinforcement stage.
3. Teaching grammar. In this respect are used by teachers to investigating tenses
4. Practicing speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
5. Teaching listening comprehension
6. Developing writing skill. For this purpose songs can be used in a variety ways.

According to Lynch37, there are three factors that contribute in listening comprehension to song, they are:

1. Using new vocabulary, idioms and expressions – it need to be address the new material offered in each song. This includes grammar, vocabulary and usage.
2. Using and accent of the singer – every native speaker doesn‘t pronounce or sing in the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.
3. Using grammar and new structure – Song writers and singers are notoriously – loose when it comes to use grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must be prepared for this.

In additional, The use of songs in teaching and learning English as a foreignlanguage is felt much needed. From songs listeners can learn many things such as vocabulary, grammar, speaking, writing and especially listening.

**2.4.4 .Listening to a English Songs as Habit**

There are two perspectives on habits, coming from different academic disciplines; psychology and sociology. Firstly, in psychology, habit is considered as psychological construct that influence behavior.38 In habit as behavior the key points are few factors like attitude, norms and intention, which involve frequency and automaticity and stable context. Furthermore, in psychology, habit is considered as routine practice. This is why it will be easy for students‘ for developing their listening skill by listening to English song as habit. Different from psychology perspective, the sociology perspective is not relying in individual behavior, but also interaction between individuals and social world. Practice theory also presents three key elements that hold routine practice. Those three elements are Materials (objects and infrastructure), competence (skills and know-how), and images (meanings, ideas and interpretations).

**2.5 Relevant Research**

1. Logi bellamari puspita (2014) conducted the reasrch under title “A Comperatiive study of students listening comprehension taught through video and audio”. She found that there is a significant difference of te studennts listening comprehension achievement between the students who were taught through video and those who were taught through audio. Te result of here research stated that teaching listening through video is more effective to increase students listening compreheansion
2. Siti Nurpahmi (2015) conducted the research unerr te title “ Improving listening skills by activating students prior knowledge”.She found that activate the students prior knowledge can improve students listening skills. The result of this research stated that acivating the prior knowledge has positive contribution in listening skills.
3. Chen Chan (2013) conducted the research uner the title “A study of video effects on engglish listening comprehension”. She uses seveal different types of video and audio material in listening comprehension and she found that the mode presentation of audio video combination as certain advantages to improve studens listening comprehension,but she also emphazes that various factors should be taken into accounts, such the complexity and the contents of visual mateials. The result of her reserch
4. Chyntia Rahayu Mardianti (2008) conducted the research under the title “Students perception of using information video in teaching listening of narrative text”. The result of her research showed that the use of animation video in teaching listening of narrative text got the positive perception from tthe students. She found that using animation video and teaching listening of narrative text helped the students in understading the subject easily and helped the students in guessing some unfamiliar vocabuaries by watching the video, also it gave the students some motivation to learn engish.

Some of those literatue riview shows that using video as media on students

listening comprehension is better than using video. We can see from two reseach,

1. Fatmawati,Anggita (2017) and puspita, Bellamari (2014). The research finding showed that there is a positive and significant difference between video and audio in listening comprehension. They stated that teaching listening using video is more effective for the students in istening comprehension rather than using audio. It shows that video is a better media give morre advantage for listening comprehension because it possesses visual clues that audio doesn’t has. As hummer in the practice of english language teaching (2007:308)points out that one major advantage of videos is that students not only can listen the language but also they listen and also interpret the video in a deeper way.
2. The other literature review is from Nurpahmi,Sitti, (2015) stated that prior knowldge takes an imprortant role in listening process. It means that the students that lessprior knowledge or vocabulary in english will being dificult in listening comprehension process . The result of this research guided us to another consideration that video is the media that can help the studentsin that situation. The visuals clues such as gesture and expression in video help the students who has less prior knowledge or less english vocabularry to interpret the meaning in listening pocess.

Despite among the benefit of video in listening comprehension, anothervarious factor should be taken into accounts, such as the type of the materials and the topic which is disscused.Chan (2013) found that video help the students in understanding tthe sspeakers utterence if the video shows some relevan.