

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. English Song

1) Definition of Song

According to Griffe (1992, p.3) songs are vocally produced, linguistically meaningful and have melody. So, it can be concluded that song is a piece of music that has words which are linguistically meaningful and sung by a singer.

The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them cannot be included as a song. Song are generally performed in a repetitive pattern that make them easy to be memorized. Repetitive pattern means that there are usually several lines of the song, which are repeated twice, or more. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or comption involving more voices.

2) Kinds of Song

Yulianto (2010, p.8) states songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "folk songs", and "popular songs..

Art songs are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author and composer and require voice training for acceptable performance.

Folk songs are songs of often anonymous origin (or are public domain) that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally (that is, as sheet music), especially in the modern era. Folk songs exist in almost every culture.

Modern popular songs are typically distributed as recordings and are played on the radio, though all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Songs that are popular may be called pop songs for short, although pop songs or pop music may

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instead be considered a more commercially popular genre of popular music as a whole.

3) Advantages of Using Songs in Learning English

Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Moreover, Murphey (1992,p.

3) mentions the use of music and songs offer two major advantages:

- a. Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or because its rhythms, correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation.
- b. It is highly motivating, especially for children, adolescent. And young adult learners. Popular music in its many forms constitutes a powerful subculture with its own mythology, its own ritual, or its own priesthood. As such it is part of students' lives in a way that so much else we use is not. If we can tap into it, we release unsuspected positive energy.

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Griffiee in Surya (2009) mentions the advantages of using songs in classroom as follows:

- a. Songs can be used to relax students and provide an enjoyable classroom atmosphere.
- b. There seems to be a deep relationship between rhythm and speech. Sensitivity to rhythm is a basic and necessary first step in learning a language.
- c. Every song is a capsule culture containing within itself a significant piece of social information.
- d. Songs are especially good at introducing vocabulary because song provide meaningful context for the vocabulary.
- e. Songs provide a natural context for the most common structures such as verb tense and preposition.
- f. Song can be used for pattern practice and memory retention.

In conclusion, songs are not only good for learners but also for the teachers. Songs offer an interesting media to present the language topics because it provides enjoyment especially inn rising excitement and self-confidence for learners. Song also can be used to correct the learners' errors in a more direct way.

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2. Interest

1) Definition of Interest

Slameto (2003: 57) states that interest is a consistent tendency to pay attention and memorize an activity. It can be said that interest is a preference of something. Being similar with Slameto (2003), Muhibbin (1995: 136) defines the interest as a tendency and great excitement on something. Interest is a preference toward something without any commands from other people. Interest is related to happiness on doing something.

In addition, Hilgard in Roy (2014) says that interest is persisting tendency to pay attention to some activity or content and enjoy it till the end. Hurlock in Surya (2009) defines that interest is “source of motivation which drive people to do what they want to do when they are free to choose.

Therefore, it can be concluded that interest is a positive attitude that motivate individual to give attention to a person, a thing which they attracted. And they will enjoy the activities till the end.

2) The Aspect of Interest

According to Hurlock in Surya (2009), interest has two aspects, the cognitive and the affective aspect. The cognitive aspect is based on concepts children develop about the areas related to interest. For example, the cognitive aspect of children’s interest in school is based

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on their concepts of school. The affective aspect of interest is expresses in attitude toward the activities. For example, children who have pleasant relationship with teachers usually develop favorable attitude toward school.

According to Slameto (2003) students who are interested in learning have the following characteristics:

- a. Having a fixed tendency to remember to pay attention and learn something continuously
- b. There is sense of love and happy on something of interest Obtain a pride and satisfaction in something of interest. there is a sense of attachment to things of interest activities
- c. More like a thing that became his interest than others
- d. Manifested through participation in events and activities.

Winkel (1996) also gives opinion about interest by saying that interest is persistent tendency of a subject to feel attracted in an object or a thing and being pleased to learn those things. In addition, Slameto (2003) states interest is someone's desire on a matter or activity, thus he takes it with his own will without being asked. It means, someone can be said interested in and will learn the object without any force.

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From the explanation above, it can be concluded that the indicators of interest are:

a. Pleasure

The aspect which directs someone to do satisfying activities and makes him/her repeat those activities.

b. Willingness

The aspect which produce will, attention, and concentration to an object without any force.

c. Consciousness

The aspect which appears when someone has a will. So, he/she aware that what is they doing is learning activity.

d. Attention

The aspect which shows someone's attention for the interesting objects.

e. Frequency

The aspect which influence the listening skill of students

3. Listening skill

1) The Nature of Listening

In general, listening can be defined as a process of receiving and understanding information in spoken language.

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However, this process may not be as simple as it appears to be. Listening differs from hearing in term of the process that occurs. Hearing is a *physiological* process, where in a sound wave enters someone's ears and this wave travels through the nerves into the brain in the form of electrical impulse. Meanwhile, listening process is more *psychological*. It involves not only the process of hearing itself, but also the complex process of human brain to identify, understand, and interpret the sound or utterance. Rubin (1995, p.7) described listening as—an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express.

Brown (2000, pp. 249-250) describing eight processes that are involved in listening. They are: (1) The listener receives a sound which is called raw speech; (2) The listener determines the type of the speech, e.g. a conversation, or a news broadcast; (3) The listener determines the purpose of the speaker, e.g. to inform, to request, or to persuade; (4) The listener recalls his/her background knowledge and chooses one that is relevant; (5) The listener tries to interpret what the speaker means *literally* by using his/her background knowledge. For example, when the listener hears a question “*Where are my glasses?*” the speaker may be talking about spectacles or about cups; (6) The listener

tries to interpret what the speaker means *contextually* by considering the situation. For the *where are my glasses* question, the listener may use his/her background knowledge as well as situation like visual clues so he/she can make sense of the question; (7) The listener determines whether to store the information in short-term or long-term memory; and (8) The listener deletes the form in which the message was received and keeps important information or concept, if there is any.

The arguments above prove that, listening is not a passive process of receiving whatever kinds of sound into the ears. Rather, listening is a process where a listener actively processes the information behind the sounds in order to understand what the speaker means.

Among the four language skills, listening and reading are categorized as receptive skills, while speaking and writing are productive skills. Even though listening and reading are both receptive skills, the two certainly have differences. The main difference is the medium. Listening skill is concerned with spoken language, while reading skill is concerned with written language. Buck (1995, p.113) stated that the medium is noteworthy because with spoken language, once the speaker completed his or her utterance, it will be gone without a trace. Unlike when they read something, people cannot go back to see

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what they just listened. Therefore, they need to rely on their own memory of what was said.

Listening is not the only skill that is concerned with spoken language. The other related skill is speaking. Between listening and speaking, the former usually gets less attention than the latter even though listening is equally important as speaking. Brown (2000, p.247) exemplified how underrated listening is through a very common case, namely the way people say the question —Do you *speak* English? In this case, of course the asker means —Do you *listen/understand* English? as well, but people tend to think of only speaking when they talk about foreign language. He also mentioned that students listen more often than speaking in the classroom it can builds their comprehension of the language. Unfortunately, teachers used to be very engrossed by speaking. Very often students were asked to speak something in foreign language without even knowing the meaning. Brown (2000, p.247) then stated that listening is the skill that should be given more emphasis, especially in classroom. Rivers (1966, p.196) advocated the importance of listening skill by illustrating a situation that involves a traveler. A person who is traveling in a foreign country with little to no speaking skill could still use gestures or dictionary to communicate with a foreigner. However, if that person does not

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have listening skill, he or she would not be able to understand what is happening around him or her, which may lead to confusion, frustration, and/or embarrassment.

2) Teaching Listening

Listening can be taught intensively or extensively. This will lead to the terms intensive and extensive listening. Intensive listening is the common technique. It usually occurs in the classroom, where students practice listening to one or multiple material thoroughly under the guidance of the teacher.

The listening exercises normally involve three steps: pre-listening, listening/while-listening, and post-listening. These three steps are explained by Field (2002, p.242-245) as the following:

a. Pre-listening

In pre-listening activity, teacher and students prepare to listen. This usually involves brainstorming vocabulary, reviewing grammatical points, and discussing the topic of the passage. Teacher is supposed to set the purpose of the activity and get the learner to be motivated.

b. While-listening

This is the main activity where students listen to tapes or audio. Before the students listen, the teachers have to set the questions or instruction. This way, students will know what to

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do/expect and not become clueless when they are listening. The tasks may have purposes as stated before, like finding the main topic or finding specific information. They can also involve labelling (e.g., marking a map), selecting (e.g., choosing one out of five picture based on description), form-filling (e.g., registration form), etc. This step may end with correcting the answer together.

c. Post-listening

In this last step teachers usually recall words, phrases, idioms, expressions, etc that appear on the audio. Teachers may ask the students what the words mean, what is the synonym of the word, etc. Teachers may also start a new discussion from the topic.

3) Definition of Listening Skill

After the literature on Listening has been reviewed, it is necessary to define listening skill as the variable *y* of this study. Listening skill is the skill in understanding the meaning behind spoken language. When people listen, they identify the units in the sound or utterance, and use their background knowledge to make sense of what they hear, and finally form their understanding. People mainly listen to confirm their expectation and to get the general information, detailed information, or specific information.

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However, in forming their understanding, they may have difficulties, whether internal or external. To overcome the difficulties, they need to practice listening more frequently, get as much exposure as possible, and familiarize themselves to the spoken English language.

4. The Correlation Between Interest in Listening English Songs and Listening Skill

According to Orlova (2002) song is short musical work set to a poetic text with equal importance given to the musical and in the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously understand the content of the songs. It will eventually develop their active understanding of the songs. It makes students' ears accustomed to listening either to English song or dialogue or monologue. Listening to song, for most students are enjoyable experiences. Through listening to English songs, students are exposed to authentic example of the target language, because simple and repetitive songs often contain a resurgent grammatical pattern and listening to song also can improve students' motivation and general morale, and show the language not only as a subject of study but also as a source of enjoyment and entertainment.

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Orlova and Wonho (2002) have observed that listening to song can develop listening ability. According to them, songs contextually introduce the feature of supra-segmental (how rhythm, stress, intonation, and pronunciation affect students in English context). They believe that students from any language background can take advantage of using songs as an input for their language learning, especially for improving their listening skill and of course their' listening achievement.

Based on explanations above , it is theoretically possible that there should be a positive relationship between frequency of listening to english songs and listening skill, i.e. people who interest to listen a lot of English songs should also have a good listening skill.

B. Relevant Research

The first related study was conducted by Elvira Rosyida. He sought to find the relationship between the frequency of listening to english songs and listening achievement of first year students of State Senior High School 9 Bandarlampung, Lampung. She used questionnaire to collect the data on students' frequency of listening to english songs and she used test to measure students' listening achievement. She correlated the scores from questionnaire with their listening scores by using Pearson Product Moment statistical procedure. The findings of his research showed a high correlation between the frequency of listening to english songs and listening achievement at the first

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year students of State Senior High School 9 Bandarlampung, Lampung with index correlation value 0,753. It was a positive correlation which means the more students listening english songs , the more they improve their listening achievement.

The next related study which was conducted by Eka L. Koncara focused on whether listening to the listening English songs can improve students' listening skill. The sample in this research was 20 ninth graders at SMP 6 Darangdan. Eka used a test to measure the students achievement in listening. She was found that The t-observation is 5.894. This t-observation greater than t-critical ($5.894 > 1.684$). So, this fact support the claim that students who were taught listening by using English songs get better scores than those were taught conventionally. The experimental teaching program can improve the students' listening skill effectively (227%) from that what they got in the pre-test, while control group can improve the students' listening skill less than the experimental group (155%).

The last related study which was conducted by Mutmainah sought to find the relationship between students' habit of listening to English songs with their listening skills. The sample in this research was 80 second graders at SMPN 2 Kota Tangerang Selatan. She used questionnaire to measure the students' listening habit and a test to measure their listening score. After calculating the data with Pearson Product Moment statistical procedure, she found a relationship between two variables with correlation index of 0,541, which means a moderate correlation.

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C. Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. In this reasearch, there are two variables, they are X refers to students' interest in listening english songs and Y refers to students' listening skill.

Variable X (interest in listening english songs) can be seen in the following indicators :

1. Frequency of listening to English songs
2. Pleasure of interest
3. Willingness of interest
4. Consciousness of interest
5. Attention of interest

Variable Y (listening skill) , based on the indicators in syllabus from the school, the writer determined some indicators for listening as follows :

1. Students are able to understand some expression in the conversation
2. Students are able to respond some expression in the conversation
3. Students are able to identify the short functional text
4. Students are able to identify the monolog text

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D. Assumption and Hypothesis

1. Assumption

Before formulating the Hypothesis as response to the problem, the researcher would like to present assumption as follows:

“The more the students interest in listening english songs are, the better the students listening skill will be.”

2. Based on the assumptions above, the writer makes some hypothesis as follows:

a. Alternative hypothesis (H_a)

There is a significant correlation between interest in listening english songs and listening skill at the eleven grade of Senior High School 1 Palembang

b. Null Hypothesis (H_o)

There is no significant correlation between interest in listening english songs and listening skill at the eleven grade of Senior High School 1 Palembang.