

CHAPTER II

THEORITICAL FRAMEWORK

A. Listening Skill

Listening is one of the most significant strands, it was interwoven with the other language skill of reading, writing, and speaking. Listening plays a significant role in daily communication and educational process. Although it was important. Listening ability development has received only slight emphasis in language instruction. Listening can occur at a number of points in a teaching sequence, it may be prelude to a piece of writing which is the main focus of a lesson. Other lesson, however, have listening training as their central focus.

Listening is used for more than any other single language skill in formal daily life, on average, we can expect to listen twice as much as we speak, for time more than we read, and five times than we write. Moreover, the importance of listening can not be underestimated, it is imperative that it is not be treated trivially in second foreign language.

1. Definition of Listening

English is second language, it has four skills which have to be learned. One of them is listening. Listening is important part of the communication process, because the interaction between two directions would be disturbed if one of them did not have good at listening. Tell about something does not only involve good at speaking but also listening. It involves reception, attention, assessment, and

meaning, as Rebecca states “listening is the process of receiving, attending to, and assigning to aural stimuli”. It is more than just perception of sound, although perception foundation, listening also requires comprehension of meaning”.¹

Listening is a vibratory process of ear drum and carry the stimulus to the brain. The word “ear” is the medium to listen or hear, it is the crucial organ to sort out the information, message. It is supported by Celce-Muria who states “listening is everything that impinges on the human process which mediates between sound and the construction of meaning”.² In second language acquisition, the learners should hear the language first, afterward they can express in writing or speaking. Listening needs ear and sound. Both of them have connection in receiving the message.

Listening ability is often ignored, it has less attention in English teaching learning process, and some teachers are focus on teaching reading and writing. Mastering all of English skill is not easy to be done, especially listening, because it was influenced by the condition of listener. The condition includes body and soul.

Listening comprehension is an active process in which individuals focus on selected aspect of aural input, construct meaning from passage, and relate what they hear to existing knowledge.³ It is also the activities of listening what the

¹ Robin C. Scarcella and Rebecca L. Oxford, *The tapestry of language listening*. (Oxford: Oxford university press, 1992), p. 138-139.

² Marianne Celce-Muria, *Teaching English a second foreign of language*, Los Angeles; Heinle, 2nd Ed, 1991), p. 88

³ <http://apllj.oxfordjournals.org/cgi/content/abstract/10/4/418>

speaker say and hope student can catch the meaning of words, can recognize and create understanding.

Listening is assuming greater and important in the foreign language classroom. As rost point out. Listening is vital in language classroom because it provides input for the learner, without understanding input at the right level any simply can not begin. Listening is thus fundamental to speaking.⁴

From above explanation, the writer can conclude that listening is a matter of ear and mind, that hearing is not only recognizing the sound but also focus on constructing the over all message. It needs concentration to hear and understand the meaning. Listening comprehension is also influenced listeners memory because they must remember what has been said firstly in order to follow the flow of meaning.

Listening is complex operation integrating the stands component of perception and linguistic knowledge,⁵ it is because we have to learn to abstract a stream of sounds, to identify, to assign, to categories and to attribute it the function in relation to other units, so that and intelligible message may be constructed from what we are doing free we are anticipation the import of the message, holding segments already identified in our immediate memory and readjusting our interpretation of parlier segments in accordance with the final message as we understand it.

⁴ David Nunan and L Miller, *New ways in Teaching Listening*. (London: Illinois, 1995}, p. 1

⁵ Wilga M. Rivers, *A Practical Guide to Teacher of English a Second Language*,(New York: Oxford University Press,1978),p. 623

So it is no wise if many people consider that listening easy and simple skill, it can be said it is a process, in every stage of the process the listener have to give full attention, understanding, interpretation, appreciation, evaluation, and reaction. It is that show listening is an active process.

These are the process of listening according to Anne Anderson and Tony Lynch:

1. Listening is like reading. If you listen carefully to the individual sounds if they were letter, than you will be able to recognize the words.
2. Listening is basically a guessing game. Think about what the speaker is likely to saying. Try to guess what he means from what you think that he would want to communicate.
3. When you are listening, the important thing is to recognize each word the speaker says. Take care to hear the word and meaning of the sentence will take care of it self.
4. Listening can be hard. So you need all the help you can get. Try to listen carefully to the song the speakers produces and the same time try to use your knowledge of English grammar and vocabulary and your best guess about his intended meaning.⁶

According to Tarigan there are some abilities the listener should have:

- a. Focus attention ability to something.
- b. Sound catching ability to identify

⁶ Anne Anderson and Tony Lunck, *Listening*, (New York: Oxford University Press, 1998)p.9

- c. Linguistic ability/the language from ability. Non-linguistic/ability to predict the speakers movement at saying the message.
- d. The test receiving message.
- e. Respon ability.
- f. Remember ability/is used before well, whereas, understanding is going end.⁷

2. How to Teach Listening

In the classroom, where there is in interaction between the teacher and the student take place, the target language spoken by teacher when conducting the lesson or giving instruction plays and important role. Additionally, since we do not wish in to force student to product utterances in the target language until they have had on opportunity for the acquisition process to begin the first hours of class must be devoted to activities in which the student receive comprehensible input. The spoken forget language example “ comprehension input” in the class room in usually called teacher talk focus of the importance of treacle talk for the student at beginning level. “In the foreign language classroom there are six possible sources of comprehensible input acquisition: teacher talk, student talk, audiotape recording/radio, and videotape recording/television and the text book material or text and readers. By far the most important source of comprehensible input acquisition in aural teacher talk.”⁸

Language has been recognized as a tool of communication among human beings. People devices many ways it interact, both and non-verbal. Verbal

⁷ Joko Tarigan, *Materi Pokok Keterampilan Menyimak* (Jakarta: Karunika, 1986)p. 616

⁸ James, *Are You Listen*, (Jakarta: Cipta Persada, 1994)p.17

interactions include conversation include gestures, facial expressions and soon. Direct conversation always involves the writer and reader instead with the same function, but different means. Since the main interest here is listening, the discussion is mainly on direct interaction, although listening is tightly, interwoven with other language skill.⁹ The practical component of listening comprehension, in foreign language Annals 17 No 2 “first of all, it is a set of skills all marked by the fact, that they involve the aural perception of oral signal. Secondly, listening is not “passive”. A person can sound but concentrate or others. This involves a dynamic interaction between perception of sound concentration of content. Thirdly, while listening may not be necessary in order to translate written text. It is necessary for almost any other work with language especially for speaking and even for writings.¹⁰

3. Assesing Listening

a. Dictation

Dictation is a widely researched genre of assesing listening comprehension. The students give three times, first listening (natural speed, no pauses, test-takers list for gist), second listening (slowed speed, pause at each/break, test-taker write), third listening (natural speed, test-taker check their work).

b. Communicative stimulus response task/ MP

⁹ James, *Are You Listen*, (Jakarta: Cipta Persada, 1994) p. 18

¹⁰ James, *Are You Listen*, (Jakarta: Cipta Persada, 1994) p. 19

Another and more authentic example for extensive listening is found in a popular genre assessment task in which the stimulus monologue or conversation and then is asked to respond to a set of comprehension question.¹¹ It means students listen to a question on a tape-recorder and answer the question on a test-taker.

Marrin adds in his book, *teaching English as a second or foreign language* 3, that “ task with the outcome can include listening to songs, stories, plays, poems, jokes and anecdotes, or as suggested by Ur, “general interesting chat improvised by the teacher”. Some of the activities in this category, which by and large are focused on transaction outcomes for these tasks, Ur notes that setting any outcome other than enjoying, for instance, may become superfluous even harmful to the completion of the outcome just enjoying.

Designing assessment tasks for extensive listening can do dictation, communicative stimulus-response tasks, authentic listening tasks (i.e. retelling, the topic can be personal or topical e.g. about hobby plans for the future, opinion on a local issue). Everything that makes students feel enjoyable. It can improve both speaking and listening.

4. Purpose of listening

According to Sheat Rixon, the purpose of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life. Rixon said mentions some situations in which listening is important,

- a. Listening to announcements in stations, airports etc

¹¹ H. Douglas Brown, *principle of language and Teaching Fourth Edition*, (New York: Longman, 2000), p.132

- b. Listening to the radio
- c. Participating in a conversation face to face
- d. Watching a film, play or TV
- e. Participating in a meeting, seminar and discussion
- f. Taking a part lessons
- g. Listening to talk and lecture
- h. Eavesdropping on other people`s conversation
- i. Participating in a telephone coversation.¹²

Succesfull listening requires making effective `real time` decisions about these questions. In this sense, listening is primarily thinking process, thinking about meaning as they listen the way in which the listener makes these decisions is what we will call a listening strategy.

B. Explanation of English Song

English song there are around for student`s lives nowadays. Scientific research on the neurological and development effects of song has fascinated educator and parent with the possibility of children learning enchancement. Compared to the long history of research on language, our scientific understanding of song is new. fortunately, for parent, enriching our children`s lives with song can be easily and pleasantly accomplished. From soft song in the nursery to musical toys and dance lessons, encouraging song involvement in a fun way strength children`s education physical, and emotional development.

¹² S. Rixon, *Developing Listening Skills*, (Basingstoke; Macmilian, 1986. p.2

When learning a song, a musical instrument, or a dance step, your child experiences the unique integration of body and mind that song provides. Song improves spatial temporal reasoning, a neurological process needed to understand mathematics. The best chance your child has of learning to encourage listening, to and learning.

Song through out the child's development years, do it in a variety of ways that are enjoyable and fun, then let your child's own interest and aptitudes guide your choices of lessons and activities.

According to Daniel. T. Music has certain basic term and concepts that are peculiar to it, and understanding of them is help full, if not absolutely necessary to most discussions of song and music, for this reason. Part one of the boo is devoted to a survey of the fundamentals of music, melody, rhythm, harmony, texture, timbre, dynamics, form and notations.¹³

1. Definition Of English Song

The definition of it song itself from Webster new America dictionary is vocal music; a musical composition to be rendered vocally; a lirics poem.¹⁴

Looking at definition, the song marries two forms of communication, the union text and tune as expressed the voiced. The concrete language of word and the abstract meaning of the music. In the songs, a lirics and melody have important role. Without melody, a lirics of song are not have any impression. The song tell

¹³ Politoske Daniel. T, *Music* (pentice hall inc, 1998)p. 11

¹⁴ Lewis Adam, Edwar N. Tell, *Webster New American Dictionary* (New York Pentice Hall Press)p. 195

about our daily life, such as love, friendship etc, are always interesting for many people the song tend to become popular.

Although songs have element in common with poetry, they are in unique from both song and poetry are vocally produced, linguistically meaningfull and have melody, both song and poetry use words to convey meaning, both be put to music.

These are four feature of songs:

- a. Songs convey a lower amount of information then poetry.
- b. Songs have more redudancy and poetry
- c. Song have a personal quality
- d. That makes the listener react if the song where being song for the listener personally

No one know exactly why are song powerful, but everyone knows from a personal point of view that they are not threatening; we usually choose wich songs we listen to songs speak to us directly about our experiences, they reassure in our moments of trouble, they are satisfying art from: the lyrics fit the music and the music fit the lyrics and together they a complete it.

Another reason might be the ability of songs and music in general the affect our emotion, many acquire strong emotional association with people, events and places.

a. The Advantages Of Songs

Children songs are the songs which have lyrics. And songs with lyric are very usefull for teaching listening skill. The reason are as follow.¹⁵

- a. Song with lyrics are familiar.

People will be simulated when listening music or songs which has lyrics so that they can folow as well as enjoye the songs.

- b. Words add meaning and depth

The use of lyrics in the songs is to give sords that describe the meaning of the song in order to be easy to understand.

- c. Singing aids in memorization

When children sing a song, they will remember well that they have sing in a long time. As a result, children get experiences from the songs

- d. You can change the lyrics to suit your needs

Children songs with lyrics make the teaching listening skill is easy to deal with necessary of the material

- e. People may walk out of your session singing

The activity of singing gives movement which causes depth experiences and moments.

¹⁵ Lenn millbower, *training with a beat; The teaching power of music*, (Virginia: Stylus Publishing, 2000. P.122-123