

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss listening, the technique of listening, perception, student perception, and the importance of listening.

2.1 Listening

According to Slamet (2008), listening is a process that includes listening activities, identifying, and interpreting sounds of language then assessing the interpretation of the meaning, and responding to the implied messages in the language tool.

The purpose of listening is to understand the knowledge of linguistic rules and the interpretation of messages desired by the speaker (Iskandarwassid & Sunendar, 2013). Listening is the first language skill mastered by a person and has a very important role as the beginning of the other skills. Especially in learning activities, the frequency of listening is the greatest frequency performed compared with other language skills.

The development of other language abilities would be based on the improvement of listening skills. "Listening entails understanding the meaning of words, phrases, clauses, sentences, and linked discourse." In addition, according to (Lengkoan, Andries & Tatipang, 2022),

"Listening is one of the fundamental language skills. It is a medium through which children, young people, and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation."

According to Rivers in (Hasyuni, 2006:8), "Listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create significance.

The conclusion of some of the experts above is that listening is one of the most important skills. As we know, listening is the skill of understanding spoken language. Skills listening is an important part of communication and is fundamental to the learning of a second language. Listening skill means the skill of listening in order to understand the meaning of what is being listened to. The process of listening will help learners to respond to what is being asked/said.

2.1.1 The Technique of Listening

The technique promoted to be used in teaching listening skills is a song. On the one hand, Wright et al (2007:1) state that song is an activity that is entertaining and engaging, often challenging, and an activity in which

The technique of Teaching Using Songs is defined as a short voice, usually simple, either accompanied or not by a musical instrument (Britannica Concise Encyclopedia, 2010: 1). Flattum (2004:1) further notes that a song is a combination of melody and lyrics, which are enlightened by addition of harmony and rhythm or beat. It has structure and usually repeats verses and choruses. Hence, it can be said that a song is a combination of melody and lyrics or composition of words and music, which has structures in the form of repeats of verses and choruses and is either accompanied or not by the musical instrument.

In accordance with Murphey, Paul (2003: 58) states below: Songs add a whole dimension to children's classes and make it easier for the children to remember words and patterns and natural chunks of language. Songs can add feeling and rhythm to language practice that might otherwise be flat, help children remember things more easily, and draw children more deeply into a lesson. Thus, it can be concluded that there are several forms of songs, namely nursery rhymes, contemporary songs, and special songs written for English Language teaching. They can be taught in many different ways. Among others are ostensive way, translation, cloze text, true-false statement, focus question, disappearing text, and even mixed presentation.

Listening effectively is very important in the process of building trust not only between organizations but also between individuals." According to (Courtland and John, 2013:69), there are three types of listening:

1. Content listening to the content is essential for comprehending and mastering the speaker's message. Where the focus is on information and comprehension in explaining a material
2. Critical listening entails comprehending and assessing the message's meaning on multiple levels, including the meaning of an argument, solid evidence, valid inferences, the message's implications for both you and your group, the speaker's

purpose, and motivating factors, or any relevant information or steps that are omitted

3. Emphatic listening includes understanding the speaker's feelings, needs, and passions in order to respect the speaker's point of view. According to (Hidayat, 2013:21), "listening ability is also important to be mastered for its benefit in building a good communication." Individuals must fully understand the meaning of the messages transferred by their partners throughout a conversation in order to communicate effectively and build good communication with others. Listening ability is needed in order to understand the message skill in daily life and evolves faster than some other language skills, implying that it aids in the development of other language skills (Gilakjani, 2016:123).

Furthermore, it will suggest another way for teachers to help students overcome the difficulties of listening by teaching them in various types of listening. conveyed by others. So, the ability to recognize and understand what others are saying is referred to as listening. It is also a challenging task, and teachers can assist students in comprehending what they hear by drawing on foreknowledge. Listening is an important skill for language teaching because it is the most commonly used.

3.2 Classroom Technique and Activities

According to any syllabus designed for teaching English as a Second/Foreign Language (ESL/EFL) to young learners (YLS) typically contains songs, chants, and rhymes (Bourke 2006). Musical expression is an essential part of the human experience, and children respond enthusiastically to songs and welcome them. Klein (2005) argues that teaching YLS is different from teaching adults. YLS tend to change their mood every other minute, and they find it extremely difficult to sit still. In these cases, there are kinds of techniques the English teacher applied in the listening class:

1. First, answering Questions. This technique included in post listening activities where students answer 5 questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer.
2. Second, summarizing. This technique included in post listening activities where students were given several possible summary sentences and asked to say which of them fit a

recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette.

3. Third, filling in the blanks. This technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.

2.2 Perception

Listening is an essential tool, which is one of the constructive aspects of the communication process, for communicating with other people. To listen well is a talent that is learned. However, for people to listen effectively, they would need to practice to obtain the skill. Learning in listening is defined in terms of its purpose of using various learning activities that accommodate different learning styles to enhance students' participation and understanding of the topic by creating an atmosphere of achievement. "It also promotes and enhances students' self-worth and communication skills which lead to academic achievement and interpersonal skills" (Motlhaka, 2012, p. 20).

New Zealand Ministry of Education (2010: 1) defines language skill as an ability to use language knowledge and understanding to perform a language-based or language-related task, such as filling in a form (writing skill) or getting the gist of a news broadcast (listening skill).

Listening is very important in the process of communicating with other people. Wolvin (2010) has said that listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Listening skills allow someone to make sense of and understand what another person is saying. In other words, listening skills allow people to participate actively as a student sitting in a lecture or as a participant in a conversation.

2.3 Student Perception

According to Nunan (2003, p. 26), listening is a process of decoding the sounds that are heard from the phonemes to the text completely, moreover, listening is the key to all effective communication; without the ability to listen effectively messages are easily

misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is a component of several language-learning practices, both inside and outside of the language classroom. Listening ability relates to a student's ability to thoroughly listen to listening materials. (Hidayat, 2013:16). The development of other language abilities would be based on the improvement of listening skills.

Motivation is essential in learning to listen because students may need to be understood, and fast sounds or phrases must be heard more than once. Teachers can use activities to encourage students to improve their listening skills. Watching a movie, listening to a media report, and listening to English songs are all examples of activities. When watching a movie, students can extend the subtitles with a sheet of parchment for a few minutes and try to determine what will happen. When listening to a media report, students could select a topic that makes them curious, the example sports, fashion, technology, or education topic. Students could listen to the pronunciation of words and sing alongside English songs while listening to them. To investigate whether students' listening skills could be improved by using songs in order for them to be able to use English properly, as well as change the pattern of their studying instead of the student's hobbies and interests that really can add to their knowledge or enjoy even as studying (Lengkoan, 2017:219).

2.4 Technique Listening

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2.5 The Important of Listening

Listening becomes really important in communication besides speaking. Sari (2013) stated that listening is not a simple thing because it is an important medium of information gathering in daily life and is used most frequently. There will be no good communication if one of the agents of communication cannot listen well.

People will give the right response after they listen well. Therefore, it is clear that although listening is a receptive skill, it also has a role as a vital prerequisite of good speaking ability. As stated by Nunan in Jones (2008), "Listening is thus fundamental to speaking." In fact, listening has less intention in learning a foreign language – in this case English – compared to other skills, like speaking. "Listening is the Cinderella skill in second language learning. All too often it has been overlooked by its elder sister - speaking" (Richard and Renandya, 2002). It is really contradictory to the fact that listening is a language skill that is the most often used than other language skills. Furthermore, there are many researchers stated that listening has a vital part in the life of a human being. Luchini and Arguello (2009) stated that listening takes the greatest part of communication compared to the other three skills which the fact says that 45% corresponds to listening, 30% to speaking, 16% to reading, and 9% to writing. Therefore, once again, listening has an important part in learning a foreign language, especially in terms of communication.