CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The teaching of Listening skills

Listening is a serious process of comprehending what others say that cannot be performed solely through habits, reflexes, and instincts Susilowati & Sari (2019). One method for becoming a better speaker is to listen. As a result, if we have strong listening abilities, we can successfully speak and communicate. We must focus on listening as a performance method for classroom evaluation. Listening is a key skill in language learning, and it should be acquired in order to master the language. Listening is one of the receptive skills, and as such, it requires pupils to capture and comprehend English input Yelnim & Kartawijaya (2021). Listening as a language skill is crucial for language learners since it is related to persuasive and productive communication. It is a highly sophisticated process that requires an understanding of the linguistic code as well as cognitive processing ability Susiani, Ferizawati, Dauyah, and Riska (2020). As a result, once the nature of the skill is grasped, the process becomes more enjoyable. Listening comprehension is an extremely complex process, and in order to quantify it, we must first understand how it works. According to Arjulayana (2019), three aspects of speech are highly significant in the listening comprehension construct. First and foremost, speech is encoded as sounds. Second, it occurs in real-time, with no opportunity for evaluation, and thirdly, it is linguistically different from written language.

As a matter of fact, however, Mandiri, Gunawan, and Suharno (2022) point out that there are four significant reasons why language learners regard listening to be difficult.

Firstly, speech is quick, as even at typical speech rates, spoken information may be interpreted as excessively fast by beginner language learners. Secondly, speech is variable because when words are woven together in a speech, they frequently suffer (to some extent, dramatic) phonological modifications (e.g., modification, reduction, and so on). Thirdly, word boundaries tend to blur, as certain words appear to merge with other words in a particular accent or speaking rate. Lastly, conversations are processed in real-time; unlike reading, there is little to no opportunity to repeat what may have been missed because, unlike readers, listeners do not have the benefit of regular gaps that indicate where words begin and end Ardini, Rukmini, Warsono, and Bharati (2020). These issues can arise when students do not grasp listening skills. According to Rakhman, Tarjana, and Marmanto (2019), the problems that occur in listening are the lack of outside listening practice and the difficulty in remembering spoken material. As a result, students should practice and enjoy listening to English material. Because it aids in the retention of new words spoken by the speaker.

2.2 Teaching Media of Listening

In the teaching and learning process, media is a tool or intermediary that may be utilized by teachers to channel knowledge gaps or learning resources to students Hikmah (2019). Furthermore, integrating media in the teaching process can readily enhance students' attention and interest in grasping the learning material. According to Silmi (2017), teachers should select the media that will be utilized in teaching and learning based on material requirements in order to achieve the learning goal. Moreover, the media has a good impact on the teaching and learning process. Yusuf (2020) states that media not only in the form of fast or intermediate can be directly used by teachers as props. The use of media in teaching

and learning is not an extra function but rather a tool for achieving an effective teaching and learning scenario.

The role of media in the English language training process cannot be overstated Basith & Syafi (2019). Media can be used to connect students with a topic. In addition, the media can increase students' motivation during the English education process. According to Rokhayati & Widiyanti (2022), the use of media in the teaching and learning process is a modern and fun learning strategy that allows students to connect directly with other students, the environment, and reality. Media can also help students connect previously taught knowledge with new knowledge so that students are happier to participate in teaching and learning activities.

Teachers are exclusively guided by textbooks and write on the blackboard without employing alternative learning media, which causes problems in learning media. This is because teachers lack the necessary abilities to create new learning media and have limited time to create interactive learning media. Subandi, Choirudin, Mahmudi, Nizaruddin, & Hermanita (2018). Salam, Wahdini, Surmiyati, Rezeki, Riyanti & Suthathothon (2023) reported in their research on teachers' problems in maximizing the use of learning media that most teachers are unable to use media for various reasons, including that teachers have to find effective adaptation strategies to implement media in the classroom. Another factor is that teachers are afraid of being harmed if they use the media. It is commonly related to the usage of technologically based media such as a projector.

2.3 The Use of Songs in Teaching Listening

2.3.1 Definition of Songs

Songs are a medium to improve listening skills because we can find them anywhere and train our ears to listen. When singing a song, people inadvertently practice speaking, pronouncing and even imitating to become more similar to native speakers Hadi (2019). Teachers should be innovative and know their students' favorite songs to make the learning process more meaningful and help them achieve English learning goals easily. According to Ain and Triyono (2019), there are several factors to consider when using songs for language learning. First and foremost, the ability level of the students. Second, the type of music. Third, language complications. Finally, the moral message is conveyed. Not all songs can be used as teaching tools. Students may find it interesting to learn by using music as a teaching aid. Songs as instruments are also a great approach for teachers to convey excitement to students as they learn English.

2.3.2 The Use of Songs in Teaching Listening

According to Andianto (2013), the following procedure can be used for teaching listening through English songs:

1. Introduce the song to students: explain interesting facts related to the song to attract students' curiosity. Give an overview of the goals of using songs for learning, such as improving listening comprehension.

2. Select the right song: Choose a song that is acceptable for the students' ages and interests. Ensure that the lyrics and tempo of the song are appropriate for the students.

3. Set a listening goal: Explain to students what they should focus on when listening to the music, such as grasping the main theme, identifying essential words, or noticing pronunciation patterns.

4. Provide lyrics: provide a printed lyrics sheet, encouraging students to read the lyrics before the music is played.

5. Listen and Match: Encourage students to listen carefully and fill in the blank lyrics, as well as to experience the overall mood and tone of the music on this first playback.

6. Provide assessment: evaluate and assess students listening skills through the tasks given. This will aid in determining their comprehension.

7. Provide feedback and correction: give helpful criticism on overall comprehension and performance. Rectify any misunderstandings that have occurred during the debate.

By following this technique, teachers can incorporate songs into their lessons to create successful and enjoyable learning experiences that leverage the power of music to increase students' language skills and proficiency.