

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher described and discussed about theoretical Framework and previous related study.

#### **A. Concept of Teaching**

Teaching is an interactive process between the teacher and the student. Furthermore, Cahyono (2018, p.7) states that teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Teaching define as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and caused to know or understand. Based on the definition above, it can be concluded that teaching is a process carried out by teachers to provide knowledge and develop students' abilities in a learning activity.

In teaching English, a teacher must have creative activities so that students are interested. Of course, teaching at the senior high school level is very different compare to the junior high school level. According to Suryati (2015, p.5), the researcher gets some points about teaching in Senior high school. Teaching listening in senior high school can be done in some ways. By doing some ways, the students of senior high school can build their knowledge.

#### **B. Listening**

##### **1. Concept of Listening Skill**

Listening is the ability to accurately receive messages in the process of communication. Listening is the key to all effective communication. Without effective communication, the message conveyed is easy to misunderstand. Hidayat (2020, p.4) says " listening is considered an important skill that must be mastered.

How well a person listens has a big impact on the quality of their relationships with other people". Furthermore that Hasyuni (2019, p.2) the material is very important for the students to improve their listening ability. So that what teachers need to improve students' listening ability is to choose material that is suitable for students. Material that is suitable for students such as material that is easy to understand according to the level of position and difficulty. Therefore, a teacher must be creative in improving students' listening ability.

## **2. The Listening Process**

Listening is a skill in communicating in addition to speaking. Therefore, listeners must understand how to listen and listen so that communication runs effectively because communication can be unclear or easily misunderstood. Agreeing with the statement As Roost (2020, p.5) shows that listening is important in language class because it provides input for students. There are two views on listening that have dominated Language pedagogy since the early 1990s.

There are five stages in listening, namely listening, understanding, remembering, evaluating, and responding. As follows:

### **a. Listen**

The listening process refers to verbal and non-verbal messages.

### **b. Understand**

At this stage, the listener was try to understand the message conveyed by the speaker to avoid misunderstanding.

### **c. Remember**

Remembering is the most important part because in addition understanding the message the listener must also filter the topic of discussion.

d. Evaluation

In this section, the listener was usually prepare the next step to respond to the conversation.

e. Respond

This is the final stage where the listener was usually respond to what has been conveyed by the speaker.

### 3. Listening Function

The purpose of listening is to fully understand the message conveyed by others. The listening function can be summed up in 4 parts:

- a. Focus on communication with others.
- b. To get complete and accurate information.
- c. To convey empathy and concern for others.
- d. To develop an approach to the interlocutor.

## C. Song

### 1. Definition of Song

The song is one of the mediums of entertainment. In a song, singers usually convey messages such as feelings of falling in love, feelings of sadness and sorrow, and a sense of happiness. In addition, the song also serves as a passionate spirit in a struggle, about unifying differences. In connection with Hornby's statement (2020, p.6), a song is a piece of music sung in words. More than that according to Stanislawczyk and Yavener in Kusnierik (2018, p.3), say that "used songs in class argues that songs are a useful tool and a teacher should teach them during linguistic practice. In line with Nurhayati's statement (2020, p.6) which says songs are the right source, songs are a good tool to help the process of learning English, songs are also believed to be able to increase student motivation in learning.

In addition, Ketika belajar menggunakan lagu siswa akan merasa santai, karena terlepas dari tugas sekolah yang menumpuk. Lagu juga sangat berdampak positif bagi perkembangan kognitif siswa, Sehingga melalui lagu siswa dapat mengekspresikan dirinya.. Moreover, El-Nahhal (2022, p.6) said that song linkage is a form of mass communication in the form of songs written by large communicators through the function of the Media as a storage tool.

## **2. The Benefit of Song in Listening Classroom**

The Advantages of Used Songs in the Classroom Being combination of music and lyrics, songs have many advantages for English Language Teaching. Brewer (2011, p.11), state some advantages of used songs in the classroom.

### **a. Setting and maintaining a positive attitude.**

This statement means that songs are able to adjust the students' positive attitude in learning English. As Brewer (2011, p.11), states that playing music at the beginning of the class can set the students' positive mood, while playing music in the middle of the class can maintain the students' positive mood.

### **b. Creating a peaceful classroom environment.**

songs are able to create a peaceful environment in the class and as a result, the teaching learning process was be more fun and interesting.

### **c. Motivating students**

Karim and Hasbullah 1986:6.25 say that songs can motivate students in learning a language especially for the apathetic students, they was feel that they have achieved something when they are able to sing. In other words, songs are able to motivate either the high or the low students.

## **3. Elements of Song**

A singer to produce a beautiful song must know the basic elements of the song,

such as:

### 3.2.1 Melody

Melody is a series of three or more notes in music in sequence and rhythmically. In addition, the melody is the setting of tonalities such as high voice and low voice.

### 3.2.2 Rhythm

Rhythm is the short length of a series of notes.

### 3.2.3 Lyrics

Lyrics are words contained in a song

## **4. Types of Song**

There are many types of songs or what are often referred to as genres. Genres is a grouping of music according to its type. The music genre consists of jazz, pop, rock, dangdut, and blues. In this study, researchers used pop song types because students or teenagers were more dominant in singing pop songs than other types of songs.

Pop music usually describes the turbulent feelings of young people in terms of love and in pop music itself also contains passion and motivation, it can be concluded that pop music can represent the feelings of young people. This is the reason why researchers used pop music as a way to improve students' listening ability. Researchers perform 3 stages in the teaching of pop music, the first at the level of youth tests, medium tests, and exams.

## **D. Previous Related Study**

Research studies that are relevant to the research to be studied are as follows. the first research has conducted by Agung (2017), entitle “the effectiveness of used english song on students’ listening ability”. this reseach used a quantitative method.

the tool used coto collectata the tests. the result of this study show effectiveness of used songs to increase students' listening ability. The research has similarities and differences with theresearcher to be carried out by the researcher. The similarities are that they bothused (1) Quasi-experimental methods, (2) data collection tools such as pre-test andpost-tests, (3) tests, and (4) used IBM SPSS 20. While the difference lies in (1) the place of study and (2) the population and sample.

The second research has conducteded by Putri (2018), entitle "Used English Songs in Improving Listening Skill". This research usesd the classroom action method with a focus on 2 cycles. The tools used for data collection are tests, observation checklists, and field notes. The results of this study show that students' scores in listening lessons used song media can improve student'sabilities. This study, it has similarities and differences with the research to be carried out by the researcher. The similarity is that this study usesd tools for data collection, namely used test and questionnaire tools. Meanwhile, the difference isthe application of the method used.

The third research has conducteded by Solihat and Utami (2014), entitle "Improving Students' Listening Skill By Used English Song". This research was conducteded in the eighth grade of SMP 1 Lebakwangi. The purpose of this study was to determine the effective used of songs in listening ability. Researchers used a quasi-experimental method with two groups as investigations. One group as experimental and the other group as control group. For data collection, researchers used pre-test, post-test, and questioner. The results of this study are to show indications of the used of effective song media when used in listening ability lessons with agreement results of 92% and mean 142. This research has similarities and differences with the research to be carried out. The similarities of this study are

(1) variables contained in the title of the journal and (2) the method used. While the difference lies in (1) the subject of the study, (2) the population (3) the place of study.

## **E. The procedures of Teaching**

According to Putra (2018, p.40), the implementation of learning is adjusted to the lesson plan and produce maximum learning objectives. In the process of teaching activities there are three stages of implementation, namely, preliminary activities, core activities, and closing activities.

### **1. Pre-Activities (10 Minutes)**

Delevering a goal and student motivation.

- a. The teacher opened the class with a greeting.
- b. The teacher cheked the student's attendance.
- c. The teacher gave warming up by giving simple question to the student's about the song.
- d. Describe the method that was used be used in learning namely learning English ability through song.
- e. Explain the importance of the material which was study the following competencies that must be master by students.
- f. Question related to the material.

### **2. Whilst Activities (40 Minutes)**

- a. The teacher explained the material related to the song.
- b. The teacher prepared a gap lyric, audio and laptop question paper to prepare it for about 5-10 minutes.
- c. The teacher handed out a paper about the gap lyric.
- d. The teacher explained how to do the problem.

- e. The teacher played the song with a duration of 20-25 minutes and if haven't got an answer then the song was be played back for about 30- 35 minutes.
- f. Teacher gave students time to focus on what has been heard and filled in on the question sheet.
- g. Teacher With students clarified the answers that have been answered
- h. After all the answer sheets are completed, the students sing the song in turn to find out the student's pronunciation ability and close by singing the song together

### **3. Post -Activities (10 minutes)**

- a. The teacher gave the opportunity to the students to ask questions.
- b. Teachers and students made conclusions about the material that has been delivered.
- c. The teacher closed the classroom with a greeting.

### **F. English Teaching at MAN 1 OKU**

In the learning book used by class XI MAN 1 OKU namely book is the Pathway to English this book for interest groups used in the enhanced 2013 curriculum. There are four main skills learned in this book, one of which is listening. Listening that is learned is used song media. Learning to used songs is in chapter 10 in even semesters which was be taught in 4 metings.

- 1. The first met on April 14, 2023, researchers taught about the meaning of listening and song. The lesson plan is attached.
- 2. The second met on April 15, 2023, researchers taught about various songs, song genres and gave exercises in the form of blank lyrics. The lesson plan is attached.
- 3. The third met on May 3, 2023, researchers taught about the main idea and



looked for the meaning contained in a song. The researcher also provides a question related to the material presented by the researcher. The lesson plan is attached.

4. At the fourth met on May 10, 2023, researchers taught about understanding more specific information about the message conveyed in a song. The lesson plan is attached.