

CHAPTER II

LITERATURE REVIEW

This chapter discusses several theoretical review and empirical studies related to the listening comprehension. The chapter is divided into four sections, i.e. (1) Theoretical review; (2) Empirical Studies; (3) Conceptual Framework; and (4) Research Hypothesis. Each section is explained in detail as follows.

2.1 Theoretical Review

2.1.2 Teaching English as a Foreign Language in Indonesia

The Indonesian government issued Minister of National Education of the Republic of Indonesia No. 22 of 2006, which states that learning English in elementary schools aims to develop the following abilities oral or written form to accompany language accompanying actions in the school context, and to have awareness about the nature and importance of English to improve the nation's competitiveness in a globalized world. The preparation for learning in the educational process must be adequately prepared in order to achieve one of these aims; there are two basic skills in language: receptive skills (hearing and reading) and productive skills writing and speaking). In Indonesia, we learn English as an EFL and have been exposed to Indonesian and regional languages such as Balinese, Javanese, and others as the primary language since birth. Then when entering elementary school until eight grades students learn English as a foreign language. The students' learning the EFL for helping them to their listening skill.

Teaching English as a foreign language in Indonesia becomes the challenging part, as there is no formal and informal exposure of English for most of the learners (Rahmanita & Mukminatien, 2019). Dominantly, some EFL classrooms even involve the excessive use of the first language rather than the target language. These factors are very often considered as the major issues regarding the TEFL in Indonesia, including in primary school.

Musthafa (2000 as cited in (Sary, 2012) found at least three challenges in teaching English for foreign language. First challenge is lack of social uses of English language that participated children in their daily life. This issue plays important role on the development of acquiring English as foreign language. In fact, in acquiring language, people have to learn from experiences not only text based oriented. Due to the lack of social interaction in the daily life caused EFL students feel difficult to exposure of functional uses of English (Sary, 2012).

English learning in Indonesia is a bit different with other countries. Most of English learning in Indonesia is done through learning process in the classroom. As a result, the learners have limited interaction to train their communication skills. Since English is taught as a foreign language, the implementation of teaching process demands teachers' role into two parts, that are (a) role of teachers for teaching English, and (b) role of teachers to design interactive learning activities which can engage students to learn (Sulistiyo, 2016). In other words, the successful process of acquiring English in Indonesia depends on how teachers create meaningful learning activities for learners.

2.1.3 Definition of Listening Comprehension

In learning foreign languages, listening is the first and most basic skill developed by good language learners. A person can obtain various language input through the process of listening activities, which become the foundation for the other three language skills Rost (in Ratminingsih, 2020) in a language class, listening is a very important skill. River (cited by ratminingsih, 2017:21) We can learn from this statement that speaking will never work as communication if what is said cannot be heard and understand by the cooperative well (Helgesen, 2003) cited in Ratminingsih, (2017) listening is an active process that aims to make meaning from the sounds we hear through the ear.

The listening process is an extremely busy one in which all of our brain's operations

take place (Wilson, 2008). When our interlocutor speaks and we listen, the listener's mind rapidly processes the information so that it may guess, predict, and interpret it. The primary purpose of hearing is to aid comprehension of spoken language. When the listener is able to attain the information from speakers correctly and comprehending all of them, it means that the listener does a listening comprehension. It inferred that listening comprehension is perceived theoretically.

Brown and Yule (1983) and Hamouda (2013) also defined that listening comprehension is the individual's understanding of what the listener has heard and refers to the listener's ability to repeat the text despite the listener being able to repeat the sound without apparent comprehension. Listening comprehension has a significant role in acquiring a foreign language, as it is one of the mediums for transmitting information that allows students to enrich the knowledge of the language (Rashidova et al., 2021). It is because developing listening comprehension skill support the success of language learning and enhance comprehensible input for students (Gilakjani & Sabouri, 2016).

Similarly, Gonzalez (2019) argues listening comprehension is the process of which involves sender and receiver who communicate in the same language and understand to convey the message explicitly. Bilican et al., (2012) add that listening comprehension contains a complex of intellectual activity. The intellectual activity means as the process of using existing knowledge and associates it with experiences, thinking and learning.

Regarding several definitions from experts, it could be inferred that listening comprehension becomes the vital skill in a language learning which applying whole process of understanding/conveying messages, then associates the existing knowledge with the incoming information. The process of listening comprehension needs a complex interaction between speaker and listener.

2.1.4 The Process of Listening Comprehension in Language Learning

An individual who needs to learn listening comprehension has to implement and deal with several process in each stage. According to Carrol (quoted by Ratminingsih, 2001), there are two processes in listening comprehension: the first is the comprehension of the linguistic information contained in the message, and the second is the application of that information in the larger context of communication. As a result, he claims that listening comprehension can be studied at two levels: identification and selection. However, comprehension can only occur when the listener can place what is heard in a context.

Further in contrast, Anderson (1995 as cited in Nazariah et al., 2022) argues three stages of listening comprehension such as perceptual processing, parsing, and utilization. Perceptual processing means as the process of individuals put attention to the sounds that are temporarily stored in the memory. Parsing is the stage where listener transform the words meaning into short term memory. As the last stage is utilization in which this process leads listener to combine and make association between the incoming information and the previous existing knowledge.

Listening comprehension process should be taught in any level of education in Indonesia. Based on the decrees of the ministry of education number 033/H/KR/2023 state that English language learning is divided into several elements. Those elements include the six language skills, namely listening, speaking, reading, watching, writing, and presented in an integrated manner, in various types of text. In accordance with the rule, it explicitly emphasizes that the language learning as a foreign language must involve the process of listening comprehension. This indicator leads English teachers demand the students to study and follow several activities for listening comprehension.

Since listening comprehension deals with several stages, it contributes some major problems in language teaching, especially English. Vast majority of English teachers have found difficulties in teaching listening comprehension. Based on the research done by Ernita

et al., (2022) showed that some difficulties exist in learning listening comprehension i.e. (a) students tend to feel bored and unmotivated follow listening activities; (b) lack of textbooks and other related learning sources; (c) difficult in managing the speaker and time. Phan and Bich (2021) also prove that the common issues in listening comprehension process has emerged such as lack of effective instruction for listening courses, lack of input that creates a passive learner, and low of students' interest due to the text-based listening.

As listening comprehension is the old methods which using text-based listening should be changed. Teachers can create interesting and motivating activities for listening such as using English songs. By applying song for listening, students have opportunities to feel enjoy and motivated to listen the words/phrases repeatedly. Therefore, the students will be encouraged to engage in listening practice without feeling intimidated or anxious.

2.1.5 The Definition of Song

Song becomes a popular type of entertaining individual which composed through the combination between melodies, rhyme, rhythm and the lyrics. It is in agreement with Hornby, Cowie, & A C Gimson, (1987) who defined song as a piece of music with lyrics. In just a few rhymes, a song may teach someone about culture, vocabulary, listening, grammar, and a variety of other language abilities. Ross (2006) states that song is an example of authentic materials for listening activities as it helps students to learn more about vocabulary and pronunciation at the same time.

Song is the art of successive tones or sounds; it expresses feelings fused with music or instruments and presented with rhythm, pitch, and produces temporal relationships (Rahmawati, 2022). Songs in particular are known to be the most powerful medium for expressing someone's feelings whether it's happy or sad, from which one can feel relaxed. Generally, English songs are a decent language and contain vocabulary, grammar, and etc. These English songs can be used as a medium for students to learn to improve language

skills. According to Harmer (2001), songs are known as powerful stimulus for students in enhancing students' enthusiasm for learning certain topics. Song helps to change classroom's atmosphere as well as entertaining. Further, Sevik (2006) notes that songs are becoming a favorable medium for language teaching in the classroom, especially listening.

Song is a type of listening activity that provides broad potential to the development of language skills. The characteristics of songs are fun and can keep students feel exciting to the certain topics. Song contains of language patterns and has repetition which helps to boost pronunciation, accent, and listening skills (Lestary, 2019). The positive atmosphere and comfortable mood brought by songs leads to resolve certain issues in the classroom for instance anxiety, lack of self-confidence, feeling threatened, and emotional.

From the aforementioned statements, it could be concluded that song is a part of art which combines the lyrics, rhyme, melodies, instruments, becomes a harmonious unit and contains indirect message as well as culture background. Teaching song for learning English language is learning as a medium to deliver information or values that beneficial for individuals.

2.1.6 The Benefits of Using Song in Listening Comprehension

The implementation of using song as a teaching media has adopted in listening activities for several periods. Songs as authentic audio sung with different tones and genres of music become one of the media that can improve students' English learning skills (Jannah et al., 2019). Song in listening learning involves understanding the meaning of words, phrases, clauses, sentences and complete discourse relations. The utilization of songs in the learning process produces positive things. Songs, according to (Schoepp, 2001), can assist kids prepare for the language they would encounter in everyday life. According to Horn (2007), song suggested a favorable improvement in listening abilities among 72 second language learner kids in a South African elementary school. This viewpoint says that song might help

students improve their listening skills, which is one of the four essential skills in learning English as EFL students. Furthermore, music can boost concentration, memory, motivation, relax those who are overwhelmed or anxious, create a feeling of community to a group, make learning interesting, and aid in the absorption of material.

The benefits of song in the EFL classrooms contribute varied impacts. Based on Sevik (2006) and Ali (2020), there are some benefits of using song, such as following explanation:

- (1) Songs aids teachers to teach listening comprehension, pronunciation and dictation.
- (2) Songs can make a comfortable and joyful classroom environment
- (3) Songs can give a chance to repetition of words and give students' chance to practice
- (4) Song becomes authentic materials that provide opportunities for students learning real language use.

Besides those aforementioned benefits, Pratiwi (2018) mentioned that using song has successfully contributes benefits because of some reasons, i.e. (a) songs contains authentic natural language, (b) songs introduce variety of new vocabulary, (c) songs introduce grammar as well as cultural aspects at the same time, (d) using song is very flexible and only needs short durations, (e) songs represents students to the experience for training wide range of accents, (f) song provides natural and fun learning environment for learners.

Nurbani (2022) found on her study that song has three roles and five benefits. Three roles of song in listening class i.e., (1) Song represents as a cozy medium to teach listening means that song contains of information that aids to stimulate thought, motivations, feelings, and desires of students to learn. Besides, the benefits when teachers applying song in listening class are (1) learners can acquire vocabulary and meaning; (2) learners have opportunities to learn pronunciation; (3) learners can train their listening skill; (4) learners can enjoy the listening class; and (5) learners became active and more confident to perform their languages

(Nurbani, 2022).

Meanwhile, Rahmawati (2022) notes on her findings that the application of song as teaching media has contributed some advantages for listening comprehension. The advantages are (a) assisting to remove the distance between teachers and students, (b) helping students learn new vocabularies and phrases, (c) reducing any kinds of stress factors for learning, (d) keeping students' attention to the topic presented, (e) creating complex learning into simple mode, and (f) enhancing students' motivation. Those advantages occur due to the accessible and impactful of using English song. In agreement with previous statement, Al-baikani (2023) adds that his findings showed that song becomes effective strategy for learning listening, helping to increase listening skills, vocabulary and creating good atmosphere in the classroom.

2.1.7 The Characteristics of Good Song for Teaching English

The use of songs in learning certainly requires an appropriate consideration that provides benefits to teachers, learning outcomes and increased student competence. An ideal song has several characteristics. Lynch (2005) mentioned a good song for learning process should contains of various characteristics. The characteristics namely:

1. It has to be popular with the students' whenever possible.
2. Song must contain clear and understandable lyrics.
3. The lyrics must have correlation and appropriate with the learning topics.
4. It contains of culture representations of a certain country.

Meanwhile Frimaulia (2022) on her study believed that the good selection in choosing educational songs should referred to the following principles i.e. the structure and lexis should be simple or understandable, the song must appropriate with the language degree of students' level, songs have to more interesting, songs should be linked to the theme. By considering those principles, it will help teachers to ensure the educational songs are good for

learning development.

Some of the criteria that need to be considered in determining a particular song. The criteria such as (1) appropriate to the learning objectives, practical, flexible, and durable; (2) teacher is able and skilled in using the song, the target grouping of students, and (3) the song has the technical quality which means that the song is able to create a better atmosphere in the classroom (Putri et al., 2022). Therefore, songs represent one of the media that will be more interesting and easier to understand. It can be utilized to support and assist teachers in dealing with issues in delivering material to students.

2.1.8 The Procedures of Using Song

Song may contribute several beneficial things for the development of listening comprehension skills. However, teachers need to have appropriate strategies and methods when using English songs in English listening lessons. Therefore, the effect of using English songs in the listening class of English lessons to increase students' learning ability will be granted.

Griffe (1992 as cited in Lestary, 2019) notes that teachers must consider four elements while utilizing song as a teaching media in the learning process, those are:

(a) Classroom environment

Before applying song as a main learning media, teachers need to ensure that the number and interest of students appropriate with the use of song. Besides, teacher should consider the lesson hours for providing lesson activities with song properly.

(b) Teachers' point of view

When using song in the learning process, teacher perspective also plays big role in determining which kinds of song should be selected as teaching media. Teachers should have knowledge that the use of song in the classrooms has to create meaningful objectives for learning achievement.

(c) Classroom facilities

Other consideration of using song in teaching process is classroom facilities. In order to create successful implementation of learning activities using song, some classroom facilities should be appropriate for instance the classroom is already supported by proper speakers, and other supporting equipment.

(d) Music

The most important part that contributes to the success of using song during learning process is the music itself. The content of songs should have correlation to the learning objectives.

In adopting song as a teaching media for listening activities, the procedures of learning can be classified into three section, pre-listening, while listening and post-listening (Lestary, 2019; Sevik, 2006). First, pre-listening activities contains of activities that stimulate the learners' background information. The process of pre-listening can be done by giving and explaining the learning topic, keywords, and instruction before playing the song. In other words, this stage provides students to do brainstorming and makes them understand the objectives of listening to the song. Second, while-listening is the process when students start to listen and focus on understanding the phrases. Next is post listening, the process of doing follow-up activities for connecting what they heard with critical listening and reflective thinking. In relation with the previous statement, Kuswoyo (2013) argues that the development of English song for teaching listening section can be categorized as pre-listening, during listening, and post-listening. Pre-listening based on Kuswoyo (2013)'s activities was done by establishing the general context to the students. During listening was conducted by listening the recording of song on the second play repeatedly then students must fulfil the blank space of missing words. After that, post-listening was represented by doing evaluation to the previous activities.

In listening process, the utilization of song can be constructed in a certain exercising activity for instance a gap fill task (Shen, 2009). A gap fill task is the procedure of activity that used to train listening comprehension. The activity is started with distributed piece of paper which contains of numerous questions and blanks in certain parts. This exercise can be helpful to evaluate learners listening comprehension skills.

2.1.9 The Impact of Song on Listening Comprehension

Song is a great approach to get students interested in developing their English skills. Many prior studies have found that using music or song to give a lesson to pupils helps them develop strong practice habits, especially for those who are still in primary or junior high school. The use of music also offers pupils with an engaging exercise for furthering their knowledge of the English language. According to (Miller, 2003), we spend more than 40% of our everyday communication listening, 35% speaking, 16% reading, and 9% writing. Songs are one type of media that causes kids to get engrossed in every word they hear. Nobody can deny that music plays a vital role in our lives.

Based on several previous studies, song has created various tremendous impact on listening comprehension (Mailawati & Anita, 2022; Murniaty, 2017). Once the songs are introduced; the first skill that students learn is listening. In this section, students focus on activities that train their listening skills. These activities include detailed listening comprehension, listening for summarizing or writing, listening for isolated vocabulary, and listening for word order (Yuliana, 2003). The process of a successful learning can be gained from a purposeful repetition. Purcell (1992) as cited in Millington (2011) claims that students can become bored by constantly listening to narration or dialog as they try to understand the meaning of new words or phrases in context. Conversely, listening to a song over and over again can feel less monotonous because song contains of the rhythm and melody. Through the rhythm and melodies, the meaning of lyrics can be conveyed easily. The statements

inferred that the use of song contributes positive impact on listening comprehension. The application of song in the classroom aids to boost students' motivation and focus on what they are listen.

A study conducted by Huda and Huda (2022) perceives that using song in the classroom has significant impact to enhance students' listening comprehension. Thi et al., (2023) claim that the habit of listening to English song has a tremendous influence on English listening comprehension skills. As it is known that listening comprehension has affected by several indicators such as vocabulary, phrases, pronunciation, intonation, accent, and background knowledge. The elements of song have contribution both an effective recreational activity and provides wide opportunities for English learners to enhance, develop, and cultivate their vocabularies, pronunciation, accent, intonation, social and cultural knowledge (Hendrawaty, 2019; Khudriyah, 2022; Rizkiani, 2022; Thi et al., 2023). Hence, it indicates that song as a teaching media can be useful tool for promoting listening comprehension skill.

According to Ghanbari and Hashemian (2014), song aids second language learners to improve both listening comprehension and understanding pronunciations. The use of songs in the learning process creates comfortable and interesting activities so that learners comprehend the topic and receive languages perfectly. Therefore, Ghanbari and Hashemian (2014) highlighted that integrating song instruction becomes a meaningful strategies for better listening comprehension as well as minimizing the issue of pronunciation.

The other theory from Rafiee et al., (2010) claims that there is positive effect of song on EFL students listening comprehension. The effectiveness are attributed by creating a constructive learning atmosphere and eradicating possible negative affective factors of song such as lack of self-confidence, motivation, the existence of anxiety and stressful environment.

2.2 Empirical Review

Numerous studies have been investigated the use of English song and its impact on students' listening. An experimental study has conducted by Nurteteng et al., (2019) purposed to investigate the effectiveness of using songs in teaching listening skill. The study employed experimental method with pre-test posttest control group design. The sample of the study involved 48 seventh graders of SMP N 11 Kabupaten Sorong which were divided into control and experimental group. The data were collected through listening test and the data were analyzed by utilizing statistical computation (SPSS). The result of the study proved that there is significant difference score between students' listening skill who were applying song as teaching media (experimental group) and those who learnt without song or conventional teaching (control group). Further, the t-test with standard of significant 5% found that $t_{\text{observed}} = 3.213$ with $t_{\text{table}} = 2.021$. It indicates that the utilization of song has significant impact on students' listening skills.

Other study was investigated by Ulfa (2020) which related to English songs on teaching listening. The study aimed to examine the effect of English songs on students listening skill. The sample included two classes that was consisted of one experimental group and one control group of tenth graders of SMAN 2 Samarinda. The data were obtained with listening test specifically the blank test. Since the study applied experimental research design, the data collection was analyzed quantitatively. The research findings revealed that (1) there was significance difference of the mean score between experimental group = 76,17 and control group = 54,50; (2) the value of t_{observed} is higher than the value of t_{table} . Based on those results, it could specifically prove that the use of English songs has significant impact towards students' listening skill.

Huda and Huda (2022) also explored the effectiveness of song in teaching listening. During the study, the song was combined with Wondershare Quizcreator. The study was

quasi-experimental research with non-randomized pretest-posttest control group design. It involved 50 seventh graders of SMPN 2 Sutojayan which were selected equally in an intact group. The data were gathered quantitatively and tested with ANCOVA formula. Based on the result of analysis Treatment using song with Wondershare QuizCreator shows that $F = 12.175$, the probability (P) is 0.001 and the mean is 80.490. Meanwhile, the Class taught without using Song with Wondershare QuizCreator shows 66.636. The mean of experimental group who used Song with Wondershare QuizCreator is higher than control group without using Song with Wondershare QuizCreator. Therefore, the results inferred that song is effective for teaching listening and contributes positive effect on students' listening comprehension.

Further, previous study which purposed to find out the effectiveness of songs' lyrics in enhancing students' listening skill was studied by (Teppa et al., 2022). It used quantitative research through pre-experimental design with pretest and posttest. The sample consisted of 25 twelfth grade students of SMAN 1 Melonguane. The study applied listening test as the research instrument which consisting of 10 fills in the blank lyrics' part and 10 identifying the correct words. The results of test during pre-test and posttest were calculated quantitatively with statistical computation. The result of the study revealed that the mean score of the posttest was higher (8,08) than pretest (6,36). This finding proved that there is a positive impact of song lyrics for enhancing students' performance of listening comprehension.

Rohana and Saharani (2023) have studied the use of song as learning media in teaching listening to EFL students. The study employed quasi-experimental quantitative design. There were 72 students of eleventh graders at SMAN Gurah, Kediri who involved in the study. A listening test was applied as instrument to collect the data of students' achievement in listening. The test indicated the significant difference between the experimental group and

control group as the researcher used the t test formula. From the result of data analysis, it illustrated that the t-test is 2,53 at degree of freedom (df) 70 at 0,05 alpha (1,67); which means the t-test is higher than the t-table ($2,53 > 1,67$). Thus, the results proved that the hypothesis can be accepted and indicates the significant effect of using song as learning media for enhancing listening ability.

There is also Ridhani et al., (2022) who investigated the effect of English songs to improve students' listening skills. The study collected the data through experimental design. With the population of eleven graders, the results of the study highlighted that the media English songs can showed a significant effect on the improvement of listening VIII MTs. Muhammadiyah 13 Tanjung Morawa. The English song played important role to ease students in listening and comprehending the words effectively.

Based on the previous studies, it has been reviewed that the utilization of English song in the context of teaching listening give positive impact on students' listening skills. The improvement of listening skills after the treatment using English songs are contributed because students feel more interested and motivated to listen repeatedly. However, the different settings of the previous research tend to react differently towards the effect of song on listening skills. The impact can be seen in a various level, which means one study only revealed low of improvement while the others proved the songs can give more contribution on students' listening skills. These different effects expose the research gap that the effect of using song becomes the tremendous teaching media for listening. To fill this gap, this recent study aims to investigate the effectiveness of song as a teaching media for students' listening comprehension in specific setting and sample.

2.3 Conceptual Framework

In the process of English learning, listening comprehension emerge as the crucial skills to be taught by learners, including EFL learners. Listening comprehension becomes one of

some elements that need consideration. However, some challenges occurs while students try to attain listening comprehension. Ernita et al., (2022) classified some existing difficulties of learning listening comprehension such as (a) students have lack motivation for listening activities; (b) lack of textbooks and other related learning sources; (c) difficult in managing the speaker and time. The statement is supported by Phan and Bich (2021) who mentioned common issues in listening comprehension process has emerged such as lack of effective instruction for listening courses, lack of input that creates a passive learner, and low of students' interest due to the text-based listening. The variety of problems in teaching listening comprehension portrays that listening comprehension need specific attention to be investigated.

As the development of education sectors, teaching media has more varied in assisting teachers to explain learning materials. In certain case, using of authentic media becomes the main option for teacher in elaborating and transmitting language learning, for instance by applying songs. Song is classified as an authentic materials/media that assists learners to understand the content, learn phrases or new vocabularies, and pronunciation (Lestary, 2019; Sevik, 2006). Purcell (1992) as cited in (Millington, 2011) also stated listening to a song over and over again can feel less monotonous because song contains of the rhythm and melody. Besides, numerous previous studies also revealed that the use of song has contributed positive and significant impact towards students' listening comprehension (Ghanbari & Hashemian, 2014; Huda & Huda, 2022; Kolin et al., 2019; Mailawati & Anita, 2022; Murniaty, 2017; Rafiee et al., 2010; Ridhani et al., 2022; Rohana & Saharani, 2023; Teppa et al., 2022).

However, from the theory and empirical studies found that the impact of using song give different level of effectiveness towards listening comprehension as it conducted in different settings and samples. Thus, to fill this gap of findings, the recent study emphasizes on investigating the effectiveness of using song as a teaching media on listening comprehension

of junior high school students. The study will be conducted at SMP Negeri 4 Singaraja.

2.4 Research Hypothesis

Research hypothesis is a temporary assumption/answer that is formulated based on the theoretical and empirical studies. Regarding the purpose of the study, there are two research hypotheses formulated; that is null hypothesis and alternative hypothesis. It could be described as follows:

Ho : There is no significant effect of using songs on students' listening comprehension between experiment group and those who were taught without using songs in controlled group.

Ha : There is significant effect of using songs on students' listening comprehension between experiment group and those who were taught without using songs in controlled groups.

