

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching

Brown (2007:19), “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning”. Therefore, teaching influences how to learner to learn use teaching style, and classroom techniques. In addition, Brown (2007:19), “A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning”. Furthermore, teaching integrated with learning to success in education.

2.2 Listening Comprehension

Listening undoubtedly is very important to students in the comprehension approach. This statement is supported by Field, “Listening is a skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular”, (2009:56). If these effects have not been fully discussed by methodologists, one important reason may be the availability of an established pedagogical model in the comprehension approach.

Rost(1991) in Carter and Nunan (2010:7), “Listening in language teaching has undergone several important influences, as the result of developments in anthropology, education, linguistics, sociology, and even global politics”. Furthermore, listening in teaching must do it, because have many impact of developments. Listening as major component in language learning and teaching first hit the spotlight in the late 1970s with James Asher’s (1977) work on Total Physical Response (Richards ,2001:247). So listening is very important in teaching learning.

Lindsay and Knight (2006: 47), definition of listening is “The process of interpreting messages-what people say”. Moreover, listening is needed to answer a question in conversation. Listening is assuming greater and greater importance in foreign language classroom (Nunan in Richards and Renandya, 2002: 238). The concluded, listening used to teaching because several reason to growth in popularity.

From the definition above, we can conclude that actually listening is a very important of development in education, major component in language learning and teaching, process of interpreting messages-what people say, and importance in foreign language classroom. This paper selects some songs that are proper to be used as a teaching media for Mts students.

2.2.1 Locating Listening at the Center of Teaching

Schultz (2003:9), “Conceptualizing teaching as listening suggests that the teacher is always learning and that this learning shapes decisions in the moment and contributes to the teacher’s growth

as a professional". As concluded, teacher has influence in teaching learning process.

2.2.2 Types of Classroom Listening Performance

There are basically six types of classroom listening performance (Brown, 2001:255) as follows:

The first type is Reactive, sometimes you want a learner simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. The second is Intensive, techniques whose only purpose is to focus on component (phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive—as opposed to extensive—in their requirement that students single out certain elements of spoken English.

The third, Responsive is a significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The fourth is Selective, in longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the students is not to process everything that was said, but rather to *scan* the material selectively for certain information.

The fifth, Extensive this sort of performance, unlike the intensive processing (item 2) described above, aims to develop a top-down, global understanding of spoken language. In the last sixth, Interactive is finally, there is listening performance that can include all five of the above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

Based on the statement above, six types of classroom listening performances such as reactive, intensive, responsive, selective, extensive, and interactive.

2.3 Talking about Songs

There are many talking about songs can be used in the learning and teaching English. Hancock (1998:11) states that songs are:

The first is beat: main rhythm of a song. The second is chorus: Part of a song which is repeated after each verse. The third is intro (Introduction): Part of a song before the singer begins. The fourth is lyric: Word of a song. The fifth is riff: Short repeated tune by one instrument such as the guitar. The sixth is solo: Part of a song where one person plays alone or with the others in the background. The seventh is tune: Series of musical notes; the music, not the words. Singing or playing the correct musical notes to sound pleasant.

Based on the statement above, songs can be used in the learning and teaching English such as beat, chorus, intro (introduction), lyrics, riff, solo, and tune.

2.4 The Use of Songs for Teaching English

Burgess and Head (2005:95) states, “songs can also be used to persuade learners that they do not need to understand every word. It is expected that can be used as an alternative to understand every word. In addition, Burgess and Head (2005:95) states, “the song can then be played in class and other students asked to choose between the alternatives and discuss which the best. As conclusion, songs make alternative to students easy understand to teaching English.

Based on the statement above, songs have many used to teaching English. Songs as alternative to play the puzzle, missing words, jumble with songs in class, song help learners to understand every word in English through songs.

2.5 Using Songs in Listening Class

There are using songs in listening class so that teaching listening make interesting, according to Scrivener (2005:339):

The first is reading or listening comprehension: Use the song text as a normal reading or listening text with the bonus of hearing it sung afterwards (use the lesson ideas in Chapter 8, Sections 1 and 20). The second is listen and discuss: Get students to listen to the whole song once or twice, or to a shorter section. The third is gapped text: Give students the lyrics with certain words blanked out. The fourth is Song jumble: Cut the lyrics up into separate lines.

The fifth is Sing along: The aim is to learn the tune and to get the rhythm well enough to sing along with the original recording. The Sixth is Compose: Here's the tune-now you write the lyrics. The seventh is matching pictures: 'Here are twenty pictures connected with the song. The eighth is action movements: Listen to one line at a time. The ninth is dictation: Dictate the chorus or the whole song. The last tenth is picture dictation: Decide on a representative picture of something that happens in the song. In teaching listening idea for using songs very interesting because many model to study listening, we only match skill students.

Based on the statement above, using songs in listening class so that teaching listening make interesting such as reading or listening comprehension, listen and discuss, gapped text, song jumble, sing along, compose, action movements, dictation, and picture dictation.

There are many songs in the music that is possible and suitable to study listening to junior high school such as: The Reason by Hoobastank, Song for you by Air, A Thousand Year by Cristina Perry, Pretty Boy by M2M, Morning has Broken by Cats Steven, etc.