

## CHAPTER 2

### THEORITICAL REVIEW

#### A. The Nature of Music

##### 1. The Definition of Music

Music is a harmonical sound or voice that well-arranged also there are various instrument to make the sounds such as a guitar which is played by strumming, then there is a violin which includes a string instrument which is played by swiping, there is a drum which is played by beating, etc.

The word of music is from Greek language, *mousikê*, and in ancient Greek, the word *mousikê* was used to mean any of the arts or sciences governed by the Muses. Later, in Rome, *ars musica* embraced poetry as well as instrument oriented music.” (Suchý & Rosová, 2007).

At the very beginning, the first music is founded by Neanderthals, the music was only arranged only by a flute made from a bone for the ritual or entertainment purposes.

##### 2. The Purpose of Music

Like the researcher wrote before, the ancient Greek is using music as an art and sciences that governed by Muses (*Μοῦσαι*) the Goddess of literature, art, and sciences, after that the SPQR (*Senatus Populusque Romanus*) also known as Roman Empire with their latin culture, the music is used as a backsound of poetry, the music player with pandura, lute for the roman, then lyre or the roman harp, cithara or the larger roman harp, etc. They played it for the backsound and the roman “bard”

start to express, or read the poetry.

That is the first purpose of the music, and right now music has become various purpose besides art, because mainly still as an art, but there are developed for various purpose like the national anthem, cultural music, then for religious matter such as the liturgical music which mainly is to praise the God, till the language educational interest because at now, right now, the music is very very familiar in our ears, even there is an expert said “When it comes to learning the rhythm of a language, using songs in the classroom can improve listening comprehension and provide pronunciation practice. Moreover, learners acquire vocabulary and idiomatic expressions through music and can even review grammar points they have studied” (Arleo, 2000).

### 3. Music role in Education

The music has various purpose, including in education because there is a subject called musical art, besides that in the language subject, especially music in English language because most popular music uses English and the people only know it by the key or intonation, and does not understand what is the meaning of the music or song. Therefore, the researcher wants to do an experiment with the students how the score of the test, is it improved their English listening skill or still same or there are no distinction.

## **B. Listening skill**

### **1. Definition of Listening Skill**

There are various definitions of listening skill according to the experts, for example, According to Vandergrift, (2002) listening is complex and active process of interpretation which listeners match what they hear with what they already know.

Then, the listening skill is always needed in any language because all the people communicate by speaking and listening, except for people with several condition or disability like mute and deaf.

### **2. The relation between listening skill with English**

There is some relationship between listening skill and English language. First, the use of English language in verbal communication or directly because there is a speaker, and the another is as listener, the speaker is using the speaking skill while the listener is using their own listening skill ability to understanding what is the speaker said about. Then, in the English language learning, there are 4 skills to be taught for learner, such as writing, reading, speaking, and listening skill, so there are 4 skills that learner should learn.

On the listening skill, according to Kline, (1996), there are several processes in listening, the first is receiving, this is the easiest and the earliest process in communication, including in listening skill when we learning English, we must be receive voice via our ears, then the second is attending because there are many voice that we hear then only a few

voices that we attending to and this can be defined that attending is paying attention to the certain voice in listening skill, then is the understanding, this mean we are seriously paying the attention and we are thinking about it, not just let it go, then the last is remembering or responding, this can occurs because not all voice is being responded or remembered by us, then the main process is receiving, then attending, then understanding, and the last is remembering or responding although it is can be an optional.

### **C. Teaching listening with music**

There is an expert said that when it comes to learning the rhythm of a language, using songs in the classroom can improve listening comprehension and provide pronunciation practice. Moreover, learners acquire vocabulary and idiomatic expressions through music and can even review grammar points they have studied (Arleo, 2000).

The steps to teaching listening with music is as following :

1. First, the teacher give an introduce to the students about the listening music material.
2. Then the teacher gives the instruction before the listening music test.
3. After explaining the instruction, then the teacher plays the music and the student listen to the music with doing their test.
4. The repetition of music is maximal twice to make the

evaluation better and pure from the listening, not from memorization caused the music is too often repeated.

5. Then, the answers sheet collected and evaluated together with the students to explain which is the wrong and what is the correct answer.
6. The last is closing, the teacher closes lesson and reminds the students to study and train for the next evaluation.

#### **D. Review of previous studies**

There is various previous study about English listening skill, but the previous study that made the researcher want to makes this research, about the study of English listening skill improvement with music or song as the media, for example is the research by Suchý & Rosová, (2007), in this study the writer would like to find out if the power of music and its particular use can be one of the useful, helpful and easily memorable ways how to acquire a language with ease and delight. The writer use two questionnaire as the instrument in this study. The first questionnaire consists of eight questions by means of which I gained some useful information concerning the respondents' tastes in music, singing, and listening. The main goals were to choose the most appropriate song, and to be sure the students and pupils like singing, while the second questionnaire is based on a poem. And the summarize is the music or song can become "a tool which we can use to animate and facilitate language learning and acquisition" stated Tim Murphey

and Mario Papa with Guiliano Iantorno concisely described this tool saying that “it is an exceptional teaching tool: in fact, students will take songs outside the classroom and will go on performing them long after the lesson has finished, purely for their own pleasure. Songs are unforgettable, can last a lifetime and become part of one’s culture” (M. Papa & G. Iantorno, p. 8). That is the summarize of this study.

There is another research about development of listening skill by Kährik & Kivestu, (2012). The main aim of the current study is developing music listening skills and below we will present research findings that have illustrated how active learning methods can support students in developing music listening skills and facilitate forming a more positive attitudes towards classical music. While the findings of the present research show clearly the superiority of the preceding factors in the evaluation given after listening to music (e.g. beautiful and cheerful theme, voice, attractive but too sad melody, dramatic theme, not appealing voice, occasionally too fast, etc.) and confirms the theoretical standpoint of the present research that in case of music, the listener responds only to sensual quality and emotional impulses (Cook, 2005), and this is conclude that current research is indicated that the evaluations of the pupils were rather high in reference to the listened music pieces and the learning process brought about several significant changes in the evaluations. The analysis of reasons associated with the given evaluations indicated that the

greatest positive change took place among pieces that were introduced by activating learning activities, that is the conclusion of this study.

The research of listening skill by dictation technique was ever conducted by Rohadi, (2020). The main objective of this research is to know whether there is a significant improvement in the students' listening ability after being taught through dictation technique in SMA Negeri 1 Baros. According to this study analysis, there was a significant improvement of students' listening skill after being taught with the dictation technique. It can be seen from the total score of the pre-test is 2068 and the post-test is 2592, so the increase was 524 points. With this evidence, then the dictation method is can increase the listening skill significantly for the high school students.

While the most similar research that using music to improve English listening skill was conducted by Bona, (2018). The writer also pick the students of Business English study program Politeknik Ubaya as respondents of this study. Then, the method used by the writer is using qualitative descriptive approach with distributed the questionnaire to the respondents. The writer also found that nine out of ten students have already activated premium trial account, therefore they have already experience the full features of Spotify. The conclusion from this study that Spotify regularly can increase the students' listening skills. It is proven by high percentage of positive feedback in every aspects

of English listening skills. This study also finds that using Spotify can help students in their English listening course as well as other English courses although the impact on the test itself are not very significant.

It can be seen that the difference between the previous study with the current study is on the variable that used the song and poem, the method that used the mean comparison between experimental and control class, the place, and the object of the research and the similarity with the researcher's research or study is on the effectiveness of music on listening skill.

#### **E. Conceptual Framework**

There are 3 variable on the conceptual framework, such as input, process, and output. Input refers to testing listening through music and without music. Process refers to the 4 points of listening, like receiving then the students is receiving voice of the music or speaker (experimental and class-controlled), then attending paying attention to the music/speaking, then understanding with listen it seriously and cautiously but relax and without tense, then remembering what the meaning of its lyrics/speech before to answer the next test which is aimed at knowing the obtaining of the students' listening skill with music or without music. Then the post-test is aimed at measuring the students' listening skill in understanding and remembering. Then the

output refers to know the students' achievement in students' listening skill ability with slow pop music and with poem.

## **F. Hypothesis**

There are at least two kinds of the hypothesis that use to estimate the result and finding on this research, like the following :

1. Null Hypothesis (H0) that there is insignificant or even no difference between pre-test and post-test. Because the post test is the test of the understanding and remembering stage on listening skill.
2. Alternative Hypothesis (H1) that there is a significant distinction or difference between of the students' listening comprehension after their listening skill is being tested by music or song.