

Chapter II

Literature Review

This chapter consists of four parts. The first part is a review of the theoretical study, which includes Listening Comprehension, Song, and Spotify. The second part is a review of the previous study. The third part is the theoretical framework, and the last part is the hypothesis of the study. Each part will be elaborated as follows:

2.1 Theoretical Review

2.1.1 Listening Skill

Experts believe that listening has meaning, (Abbas Pourhosein Gilakjani & Sabouri, 2016) say Listening is a process of receiving information from a speaker that conveys meaning by creating creativity, participation and empathy. According (Simanjutak & Uswar, 2020) mentioned that one of the most important abilities in learning English is listening skills, yet students believe that listening to English is difficult to understand and not enjoyable. A language is essentially taught to communicate when it is taught. As a result, language instruction aims to strengthen students' oral and written communication skills. Students, on the other hand, must acquire language abilities to communicate effectively (Ampa, 2015). Then (Handayani & Izzah, 2020) say, many factors have a role in the difficulty of learning listening skills. To be a good listener, you must be a good speaker and maintain a high level of concentration by varying the level of difficulty of the student material. According to the data discovered, a large number of people were unable to comprehend the English-language information presented by the speaker as a whole. The majority of them are still perplexed by the speed statements.

Furthermore, listening is not an easy task. In addition (Fitria, 2021), listening can be done with fun things when learning, so students do not feel bored. By using learning media, one of the keys to achieving success in learning. The researcher concludes that listening skills are difficult for students to learn. Aside from that, listening skills are critical in learning English L2 (second language).

2.1.2 Listening Comprehension

Listening comprehension is the active process of listening in order to obtain information or messages using prior knowledge (Saputra, 2014). According to (Ahmadi, Seyedeh, 2016) as cited in Hamouda (2013) Listening comprehension which refers to understanding what has been heard with the ability to repeat text without actual understanding. Furthermore, Nadig (2013) as cited in (Abbas Pourhosein Gilakjani & Sabouri, 2016) Listening comprehension is the process of understanding spoken language that involves speech sounds, understanding the meaning of individual words. According to the researcher, listening comprehension is frequently overlooked by students when learning English because it is the least discussed of the four language skills. According to some researchers, teachers are more focused on students than implementing the students' understanding process. Besides that, (Ahmad, 2016) Listening comprehension is described as the act of comprehending, interpreting, and assessing spoken language, as demonstrated by EFL students' ability to: 1) recognize the main concept, 2) predict the meaning of unknown words from context, and 3) recognize their types. 4) Listen to details, 5) Understand supporting ideas, 6) Recognize Degree of Certainty, 7) Recognize Purpose, 8) Recognize Sequence of Ideas, 9) Recognize Cause and Effect, and 10) Recognize Fact from Opinion.

According to Coakley and Wolvin (1986) as cited in (Abbas Pourhossein Gilakjani & Ahmadi, 2011), Listening comprehension is the process of receiving, focusing attention on, and assigning meaning to aural stimuli in a second language. It consists of a listener who contributes prior knowledge of the topic, linguistic knowledge, and cognitive processes to the listening task, as well as the aural text and their interaction.

Furthermore, (Wisra, 2018) remarked that while listening comprehension is seen as a passive activity, it is an important element of the process since listening comprehension cannot grow until the listener understands the speaker's meaning. By using effective learning media and developing listening comprehension abilities, students' confidence in comprehending listening can be strengthened, resulting in more successful language learning. Students can also learn listening comprehension by listening to native speakers. (Ahmadi, Seyedeh, 2016). According to (Hogan et al., 2014), Listening comprehension employs the same language processes as reading comprehension but does not necessitate the cognitive demands of text decoding. In this view, listening comprehension can be defined as the ability to understand what one hears, not just for reading comprehension but also for other purposes such as comprehending a story told at the dinner table or building a mental model while watching a cartoon on television (Kendeou, Lynch, van den Broek, Espin, White, & Kremer, 2005) in (Hogan et al., 2014). It can be concluded that listening comprehension is a very complex learning for both students and teachers, because students must

mobilize their language knowledge and teachers must teach material with effective learning using media.

2.1.3 Teaching Listening Comprehension

The most important step in learning English is listening. Listening is also an important skill for students because it allows them to generate new vocabulary through listening activities. Listening is a basis for all elements of linguistic and cognitive development, as well as a lifelong role in the learning and communication processes that are necessary for constructive involvement in life (Nor, 2015). There are several cases that listening learning sessions are often neglected, which can result in failure in the learning process (Supriyadi et al., 2019). In listening learning activities there are several techniques that can be used, namely: *Information Transfer, Paraphrasing and Translating, Answering Questions, Filling Blanks, Summarizing, and Answering to Show Comprehension of Messages* (Nor, 2015). There are some elements from listening is; According to Shockingawful, 2017: 1 in Wisra: 2018: 10, as cited in (Akib & Ma, 2018)

1. Ability to Focus

The ability of pupils or listeners to focus refers to their ability to listen to the material from the audio. The ability to focus is divided into two categories: listening to audio and reading and matching text to audio. Eyes may not be adjusting effectively to the multiple distractions in a typical classroom, as well as some loud noise from outside the classroom.

2. General Perception

Students or listeners can get the main idea of the content from the text if they have a general understanding of it. The listener can imagine catching the gist of what they're hearing.

3. Paying Attention to Details

Listening for specific information is another term for listening for details. It necessitates an understanding of the work and the ability to concentrate in order to catch information.

4. Answer Accuracy

The ability of pupils or listeners to correctly answer the task is referred to as accuracy of answer. To acquire the proper answer, you must first understand the text and terminology.

According to Sabinus, 2013 in (Listiyarningsih, 2017) stated that there are three stages to hearing for comprehension: (1) listening with no response, listening with a response, and listening with a response (following a written text, informal teacher talk). (2) Paying attention and responding quickly (obeying instructions-physical movement, building models, picture dictation, etc.) (3) Listening and giving extended answers to questions, as well as dictating, paraphrasing, and answering (repetition comprehension question on texts, predictions, filling gaps, summarizing, etc.)

2.2 Song

Songs are pieces of music to be accompanied. In song lyrics, it is usually a description of someone's feelings such as when they are happy when they fall in love when they are grieving, and other times. Through song lyrics in the form of messages spoken words and sentence structures that describe the listener's imagination and create

various meanings (Simanjutak & Uswar, 2020). So that through songs in learning activities can foster student's interest in being happy and learning, even student can more easily understand the teaching material presented.

2.3 Spotify

According to (Salsabila et al., 2021), stated Spotify is a music, podcast, and video streaming service that allows users to access millions of songs and other content from artists all over the world. Spotify offers a variety of options, such as podcast songs and music videos. Spotify, as illustrated above, can be used as a new learning resource for both students and teachers. According to (Reviews, 2015) that Spotify features an easy-to-use playlist functionality, which, when combined with a large amount of content available, makes it an appealing teaching resource. According to Arsyad (2003, p. 15) in (Rahma & 2020, 2021), media-based teaching and learning activities, replacing terms such as viewpoints that are heard, teaching materials, communication of viewpoints that are heard, educational teaching aids, educational technology, educational aids, and explanatory media. Furthermore, teachers can create playlists that will be used as learning media and can share links to make it easier for students when they want to listen again. Spotify can be accessed with any devices such as cellphones, tv, laptops, computers. Then (Akib & Ma, 2018) said that SPOTIFY is simple to use any time and from any location, because it is available at all times. Furthermore, students nowadays have their own electronic devices, such as computers, phones, tablets, speakers, and so on. The sensuous type, the expressive type, and the sheer musical type, according to Adawia (2017) as cited in (Akib & Ma, 2018) in her research. In Hoffer's book *The Understanding of*

Music, eminent American composer Aaron Copland spelled out those sorts. Here's how it works:

1. The sensual type refers to music that affects the physical well-being of listeners and gives them pleasure from what they hear.
2. The expressive type is an agreement that music can stimulate a listener's feelings when they listen to it. It could be depressed, ecstatic, enraged, or any other emotion.
3. The sheer type it necessitates the listener's training and implied understanding in order to listen effectively. People that pay a lot of attention to music usually have this personality type.

As a result, the researcher can infer that the Spotify app can be utilized as a learning tool and can help students implied their listening comprehension.

2.3.1 How to Use Spotify

How to use Spotify application is very easy to access for vocational high school, here the instructions:

Figure 1 Spotify Application





Figure 2 Instruction to Use Spotify Application

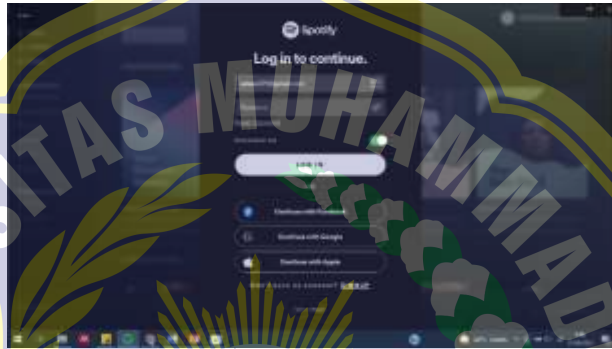


Figure 3 Instruction to Use Spotify Application





Figure 4 Instruction to Use Spotify Application



Figure 5 Instruction to Use Spotify Application

1. Download Spotify application in your mobile or desktop.
2. Next step, click and open the Spotify application. We'd recommend sign up with email.
3. Third step, when you have logged in, it will look like the image below.
4. Next, click the search button then type the desired title
5. Last step, copy the link and share with other participant, then play the song and listen carefully

2.4 Previous Related Research Findings

(Tran & Duong, 2020) As a result, the goal of this study was to find out how Vietnamese high school students and their teachers regarded English listening comprehension challenges. The study involved 368 eleventh grade students who completed a questionnaire and 8 EFL teachers who participated in semi-structured interviews at a high school in Ho Chi Minh City, Vietnam. After that, descriptive statistics (i.e. frequencies/ percentages) and content analysis were used to analyze the quantitative and qualitative data acquired.

(Akib & Ma, 2018) This study sought to determine whether students' listening abilities could be improved by utilizing the SPOTIFY application as a tool to listen to English songs and identify what words the singer uttered and the song's meaning. The researcher used a pre-experimental approach using a one-group pre-test - post-test design and gathered data from the test. The study used a sample of 25 first-semester students as a basis for its findings. The research findings revealed that the first-semester students of the English Department at Muhammadiyah University Makassar performed fairly in a pre-test. The result of calculating the t-test of the indicators in the students' t-test listening ability in listening through English Song was greater than t-table $25.1 > 2.06$. In fact, the outcome was improved.

The researcher found differences in the study by comparing the previous findings, that Tran & Duong, (2020) used mixed methods in finding several problems in understanding English pronunciation related to students' listening comprehension. Then, in previous findings by Akib & Ma, (2018) that previous researchers faced difficulties in delivering speeches, therefore previous researchers used Spotify to increase

students' awareness in learning English through the identification of phoneme words using the Spotify application. It's just that there are similarities in the findings of this study in the use of Spotify media as listening comprehension learning. However, there is a novelty in this study that the researcher made observations on teachers who applied the Spotify application as a learning media in understanding listening to English for vocational high school students using different methods in the teaching process.

