

CHAPTER II

REVIEW OF LITERATURE

A. Listening

1. The Nature of Listening

Listening involves identifying the components of sounds and sequences of sounds, thereby recognizing familiar words. Listening is an important skill for communication, learning, and understanding (Asemota, 2015). Listening is a complex and multifaceted process that involves more than just hearing sounds. It encompasses a range of cognitive, emotional, and social skills that allow individuals to interpret and respond to spoken and non-verbal messages. The nature of listening has been a subject of extensive research, particularly in the past decade, with significant advancements in understanding its components, barriers, and strategies to improve it.

Listening skills involve several key aspects that are essential for effective communication. These include the ability to receive information well, understand its meaning in depth, remember important details, interpret messages with attention to context and body language, evaluate information critically, and respond in ways that strengthen understanding and interpersonal relationships. Mastery of these aspects allows one to be an active and responsive listener, able to better enhance communicative interactions in a variety of situations. According to research by Vandergrift and Goh (2012), effective listening learning in EFL requires structured practice to improve students' ability to recognize and understand different

types of spoken language. According to Brownell, mastering listening involves more than just hearing; it encompasses understanding the speaker's message, evaluating its significance, and retaining key information for future use (Brownell, 2012). This listening skill process also includes recognizing sounds, understanding words and grammar, and interpreting meaning based on context (Sweller et al., 2018)

2. Comprehension

Listening comprehension is a crucial part of language acquisition and overall communication skills. For students, especially in the context of learning English as a second language, improving listening comprehension skills is critical for several reasons:

- a) Listening comprehension forms the basis of effective communication. It allows students to understand spoken language in real time, enabling accurate and meaningful exchanges. This foundation is crucial for all other language skills, including speaking, reading, and writing (Sweller et al., 2018).
- b) Improves other language skills such as speaking, reading and writing. When students understand spoken language, they can imitate pronunciation, intonation, and rhythm, improving their speaking skills. Listening to different accents and speech patterns also helps in recognizing and understanding different phonetic nuances, which is beneficial for accurate pronunciation (Husain, 2020).

- c) Listening comprehension is closely related to cognitive functions such as memory, attention, and critical thinking. Requires focused attention and the ability to process and retain information, which strengthens students' cognitive ability to be active listeners. This improved cognitive function not only aids language learning but also benefits overall academic performance (Johnson et al., 2021).
- d) Vocabulary comprehension is a crucial aspect of listening skills, enabling listeners to recognize, understand and relate to the words used in a conversation or presentation. The ability to interpret specialized terms or phrases used by the speaker is also important for a deeper understanding of the context. This requires attention to the meaning of words in specific contexts as well as the ability to expand vocabulary through exposure to various communicative situations (Brownell, 2015).
- e) Understanding pronunciation plays an important role in listening skills. Especially in the context of a foreign language or when interacting with native speakers. The ability to recognize and understand correct pronunciation assists the listener in understanding words and sentences more accurately. This not only reduces the potential for miscommunication, but also enriches the understanding of structure and intonation in the language being learnt. Being aware of the differences in pronunciation between different dialects or accents also improves the listener's adaptability to different language variations.

3. Listening activity

Listening activities are very important to improve students' understanding and communication skills. There are a variety of interesting listening activities for various age groups, such as elementary school students, children, and adult ESL students. Some examples of listening activities include audio stories, telephone games, drawing, silent games, storytelling, and listening to feedback activities. Analyze the lyrics of a song together, discussing vocabulary, idiomatic expressions, and cultural references (Karim et al., 2023). These activities encourage mindful thinking, mindful communication, and language comprehension. Making listening skills digestible for students is in two ways: at the word level and at the sentence level. At the word level means that students need to repeat the vocabulary they captured on the audio with easy content themes. At the sentence level students can listen and then write what they hear in longer sentences and identify each word they hear, with this the teacher can know the students' ability in listening.

Yavuz, et al., (2015) categorizes comprehension activities in listening comprehension into several different purpose-based activities,

a. Listening and making no responses

Practice questions are non-response and are used to enrich students' listening skills as much as possible.

- 1) Following the written text: students read and listen so that they know the vocabulary and pronunciation simultaneously from native speakers through audio.

- 2) Drawing: Students listen and look at the pictures provided and then match them with the audio.
- 3) Diagrams, Maps: Listening to the audio by looking at or guessing the contents of a diagram, map or family tree.
- 4) Stories, films and TV programs: Can be used as a non-response activity if it is not so long that students feel bored or lose concentration.

b. Listening and making short responses

This listening practice activity is applied to students who are at a basic level or do not understand enough to communicate. The exercises are in the form of true or false choices and also with only short responses to answer. From this activity students can analyze the relationship between speaking and listening skills.

c. Listening and making long responses

This listening practice activity involves students listening to audio and understanding it and then guessing, filling in the blanks, summarizing in long simple sentences.

d. Listening as a basis for research and discussion

This fourth activity is a type of exercise where students are given an audio and then instructed to solve problems, explain ideas that have been found in an audio with their group mates.

Based on the types of listening activities above, this research takes data on how students' perceptions can practice listening as a non-response listener.

For example, when students listen to music either intentionally or unintentionally, they indirectly gain a little knowledge about pronunciation, adding new vocabulary, and so on. It is likely that students do this while studying, in their free time, or even in places like supermarkets or restaurants that play English songs.

B. English Songs

1. The Nature of English Song

Song is a harmonization of music and lyric (KBBI Daring). Songs make reference to various things; it can refer to a poetic composition or the act of singing. Songs generally have repetitive lyrical patterns that are easy to memorize, such as the chorus. The lyrics can cover a variety of themes, including sadness, love, nature, friendship, nationalism, and politics. Songs can be sung solo, in duets, trios, or by vocal groups. They engage and motivate students with their rich cultural resources, and their catchy nature makes them easy to incorporate into learning activities.

Other than that, songs are often listened to from young to old, usually used for personal consumption, performance and even for learning at school, because the effect of this music can be both entertaining and inspiring for listeners. Songs are very different from scientific and formal texts because they contain rhyme and an informal style of expression (Bsharat et al., 2021). Additionally, by including songs into language practice sessions, teachers can help students learn languages more effectively by enhancing their speaking, listening, reading, and writing

abilities as well as their pronunciation, rhythm, grammar, and vocabulary (Razak and Yunus, 2016).

2. Frequence of listening song

Over the last decade, the frequency of listening to songs, particularly through digital platforms, has increased significantly. The development of technology and the easier accessibility of the Internet have changed the way people listen to music. According to a 2021 report by the International Federation of the Phonographic Industry (IFPI), music streaming has become the primary way for most listeners around the world to listen to songs. The report found that 62% of all music listening time is spent on streaming services, with the average user spending 18.4 hours per week listening to music online (IFPI, 2021).

This trend is supported by the increasing use of mobile devices that allow access to music anywhere and anytime. A study by Edison Research and Triton Digital in 2020 showed that 68% of the US population uses smartphones to listen to music, up from 41% in 2011 (Edison Research & Triton Digital, 2020). In addition, the popularity of platforms such as Spotify, Apple Music, and YouTube Music have encouraged consumers to listen to their favorite songs more often.

The effect of time frequency on the habit of listening to English songs to train listening skills can be seen from several aspects. The frequency, duration, variety, and activity of listening to English songs have

been shown to have a positive effect on listening skills in several previous studies (Anggraini & Faturokhman, 2021)

3. Genres of The Song

Various genres of English songs can be particularly beneficial. Pop and contemporary music are widely popular and offer accessible language and relatable themes, making them engaging for learners (Vandergrift & Goh, 2021). Folk and country songs provide rich storytelling and cultural insights, aiding in cultural understanding. Jazz and blues introduce learners to idiomatic expressions and different accents, enhancing listening diversity (Lems, 2018). Additionally, musical theatre and film soundtracks often contain clear enunciation and contextual dialogue, which can help learners understand spoken language in different settings (Paquette & Rieg, 2023).

Based on the various song genres above, people usually listen to pop songs more often than other genres because it is easier to understand the rhythm and tone of the song (Ludke, 2019). Children's songs can also be used as a learning medium for young students. However, in this research researchers did not limit the types of song genres listened to by participants as research material, instead researchers wanted to know further which genres were most widely used by participants as listening learning materials.

4. Media Platform

Hadi (2019) stated that choosing suitable approaches and media is one of the biggest difficulties for students, songs are a great way to get students interested in practicing their English skills. Popular and effective

media platforms for listening to English songs for EFL learners include Spotify, YouTube, Apple Music, and Pandora. Spotify provides various playlists curated for language learning, while YouTube offers videos with lyrics that aid in comprehension and pronunciation. Apple Music also has similar features with high audio quality, and Pandora allows users to discover new music based on their preferences. Using these platforms can improve listening skills by providing easy access to a variety of music genres and authentic materials (Nguyen & Terry, 2021).

Based on the statement above, students' perceptions in doing this music listening activity are very important. Songs can be a very important tool to achieve relaxation and harmony and thus improve Listening skills. Students will find it easier to learn while listening to music, especially since there are lyrics features on the above platform.

C. Benefits of Listening to Song

★ Listening to songs has several benefits that can improve English language skills, particularly in listening, vocabulary, and pronunciation. Here are some key findings from various studies according to Suciati & Zarkasih (2021).:

1. Improved Listening Skills

- 1) Increased Vocabulary: Listening to English songs can help learners acquire new vocabulary and improve their vocabulary mastery.
- 2) Enhanced Pronunciation: By imitating the pronunciation of English songs, learners can improve their pronunciation skills.

3) Increased Fluency: Listening to English songs can make learners more fluent in capturing what is being said in English.

2. Motivation and Enjoyment

1) Stress Relief: Listening to English songs can be a relaxing and enjoyable experience, reducing stress and anxiety while learning English.

2) Motivation: Learners who enjoy listening to English songs are more likely to be motivated to learn and practice the language.

3) Confidence: Listening to English songs can make learners more confident in speaking English, especially when they practice singing along.

3. Cultural Exposure

1) Cultural Insights: English songs often reflect cultural and social aspects of English-speaking countries, providing learners with insights into different cultures and lifestyles.

2) Contextual Learning: Songs can be used to teach specific vocabulary and grammar structures in context, making learning more engaging and memorable.

4. Accessibility and Convenience

1) Portability: With the widespread availability of music streaming services, learners can access English songs anywhere, anytime.

2) Personalization: Learners can choose songs that suit their interests and preferences, making learning more enjoyable and personalized

D. Perception

1. The Nature of Perception

Perception is a biological process that occurs in the human brain. Romanov (2011) stated that Perception is defined as the sum of a person's senses, emotions, ideas, thoughts and theories. He also said that perception is a skill that must be developed through practice. Perception is a process that begins with the process of perception. This is the process of receiving stimuli by individuals through the sensory organs or also called the sensory process (Saleh, 2018). Therefore, the researcher explains that a person's opinion and thought process can influence a person's idea in decision making and this can be shown through behavior. People differ in their thoughts and opinions, which can lead to different ideas. Perception is a complex cognitive process that creates a unique picture of the world that may differ somewhat from reality. Perception depends not only on physical stimuli, but also on the surrounding stimuli and the conditions that exist inside a person.

In humans, perception is the complex process by which sensory stimuli are transformed into organized experiences. These experiences, called commandments, result from a combination of external stimuli and internal processing in our minds. When we encounter different types of stimulation – such as light waves or sound waves – the resulting prescriptions allow us to infer properties of the underlying perceptual process. Scientists develop theories of perception based on these

conclusions. Joanes et al., (2014) said that the process of forming perception begins with the entry of the source through sound, sight, taste, smell or human touch, which is received by the human senses (sensory receptors) in the form of a sensation. receptor) in the form of a sensation. A large number of sensations from the first process above are then selected and accepted. This filter function is carried out by factors such as individual expectations, motivation and attitudes.

Historically, philosophical enquiry investigated questions of perception, including the nature of human knowledge and the existence of a physical world that is real and independent of our experience. While these philosophical questions remain relevant, modern scientific investigations of perception primarily fall within the domain of psychology. In relation to this research, perception here refers to the reactions and expressions of students at one of the universities in Purwokerto while practicing passive listening of English using audio and audio-visual media.

2. Factors Affecting Perception

Saleh (2018) mentioned that There are several factors that play a role in perception, as follows:

a. Strong stimulus.

Stimulus that comes from objects that hit the sensory organs or receptors. In addition to hitting outside the individual, the stimulus can also occur directly on the receiving nerves, but most of the stimulus does come from outside the individual.

b. Physiology and psychology.

The physiology refers to the sensory organs of our body that receive directly from the object, while the psychological aspect includes the experience, motivation and thinking ability that we experience when receiving sensors from the senses of our body.

c. Attention

Attention is the key to the perception process because it allows a person to better understand the world around him. This attention is used to understand and interpret stimuli, such as selecting information, organizing things, interpreting, and directing our focus on specific activities.

d. The processes of perception

An object can cause stimuli that are received by the five senses. These stimuli are then processed by the brain through the sensing process. The brain recognizes the stimulus and turns it into a meaningful picture. These images are then interpreted by the brain to provide meaning and a picture of an environment. Experience, environment, emotions, and personal memories can add to our perceptions, so perceptions may not reflect the original stimulus.

e. The object of perception

There are many objects that can be perceived, namely everything around humans. Humans themselves can be objects of

perception. People who make themselves the object of perception, this is what is referred to as self-perception.

The psychological and social factors that influence how students rate the effectiveness of songs as a listening learning tool can include several important aspects. Aspects that include Listening Skills, critical thinking, and creative thinking, and Student motivation, active student involvement in the learning process, better student experience and awareness of the importance of listening skills tend to rate songs as an effective learning tool in improving their listening skills (Hamdani, 2023).

E. Previous Study

Relating to this research, here are some previous studies on songs and English learning activities. First, research conducted by Sapitri and Suryadi (2023) with the research title "The Impact of Students' Interest in English Songs on Their Listening Skills at SMP N 1 Ciomas". This research obtained results that songs have a significant correlation effect on listening competence based on research findings. The method used is a quantitative approach using questionnaires and test.

Second research conducted by Ilmi and Nurjati (2023) the title is "The Effect of Using Spotify Application on EFL Listening Achievement of Senior High School Student". The researcher used the experimental and control group with pre-test and post-test. The instrument used for data collection in this research was the listening test. This is based on the average of the students' grades. The researcher concludes that it is a good idea to teach listening skills

with English songs on Spotify. Using Spotify application has a positive impact on EFL students' listening achievement.

Based on the two previous studies mentioned, the main difference with this study lies in the research method and target population. Previous studies used test and questionnaire methods to determine the effectiveness and correlation between songs as a medium for learning listening in high school classes. In contrast, this study uses a quantitative method with a questionnaire instrument that aims to reveal the perspectives of English education students who are accustomed to listening to songs to practice listening skills. The questionnaire in this study seeks to explore students' perspectives on using songs as a personal or daily learning medium. Additionally, while the previous studies were conducted in junior high schools, this study was conducted at a university in Purwokerto. The previous studies did not focus on the perceptions of university students; Therefore, this study fills the gap by investigating the perceptions of university students in listening to English songs to practice listening skills.