

CHAPTER II

REVIEW OF RELATED LITERATURE

his study reviews the theoretical literature on the research. It covers the definition of listening skills, teaching listening comprehension, teaching media, and the definition of a song, along with its benefits for English learning.

1.1 Definition of Listening Skills

Listening skills are integral to effective communication, encompassing the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages. This multifaceted ability involves hearing sounds and understanding the context, emotions, and intentions behind the message. Weger et al. (2014), assert that proficient listening is crucial across various life domains, including personal relationships, the workplace, education, and conflict resolution. Moreover, they emphasize that effective listening demonstrates empathy, attention, and responsiveness to the speaker's message.

Tyagi (2013), Receiving, comprehending, assessing, remembering, and responding are the five steps in the listening process. A competent listener must be able to hear and recognize the speech sounds that are being directed at them, comprehend the meaning behind those sounds, critically analyze or appraise that meaning, retain the information that has been conveyed, and react (verbally or nonverbally) to it. This process is foundational, as students must first comprehend what they hear to respond appropriately. B. G. Putri et al. (2022) concurs,

highlighting that listening is a vital language skill and a communication component, enabling the sharing of ideas.

A (2011), defines the active and dynamic activity of attending to, perceiving, interpreting, remembering, and reacting to the wants, worries, and information that other people express both verbally and nonverbally is known as listening.

In conclusion, listening skills encompass a multifaceted cognitive process involving the reception, interpretation, evaluation, and response to auditory stimuli. As Weger et al. (2014) and A (2011) highlight, effective listening is crucial across various contexts, including personal, professional, and academic settings. Tyagi (2013) and B. G. Putri et al. (2022) further emphasize that listening serves as a foundational skill for language acquisition, enabling individuals to comprehend and engage with spoken language. Therefore, fostering robust listening skills is essential for effective communication and learning.

1.2 Teaching Listening Comprehension

Teaching listening comprehension is a pivotal aspect of language instruction, aiming to enhance students' ability to understand spoken language. Krishnamurti (2019), underscores the importance of this approach in language teaching, noting that it helps students acquire robust listening skills and comprehend orally conveyed information.

Michael Rost (2013), describes listening instruction as encompassing educators' methods, tactics, and activities to improve students' listening comprehension skills. This includes exposing students to various listening

materials, such as conversations, lectures, and news broadcasts, and guiding them through understanding the main ideas, specific details, and general meaning of what they hear. In a subsequent work, Michael Rost (2013), emphasizes that effective listening comprehension instruction often utilizes authentic materials, like real speech recordings, to expose students to real-world language use.

Penny (2012), e advocates for a comprehensive approach to teaching listening comprehension, involving diverse activities and strategies to enhance students' spoken language understanding. This approach improves listening skills and fosters critical thinking and analytical abilities.

In summary, teaching listening comprehension involves employing diverse strategies and methodologies to enhance students' spoken language understanding. Krishnamurti (2019), Michael Rost (2013), and Penny (2012), underscore the importance of integrating various activities and authentic materials to improve listening skills. These approaches aid in comprehension and promote active engagement and critical thinking. Consequently, effective listening instruction is pivotal in developing students' listening proficiency.

1.3 Instructional Media

Instructional media are tools and resources that educators utilize to facilitate teaching and promote student learning. The goal of media as an educational aid, according to Ismail et al. (2023), is to convey the lesson. Examples of this include teachers, textbooks, chalkboards, and other written materials, as well as new instructional media like computers, interactive video, multimedia systems, and

CD rooms. The selection of appropriate media depends on the learning objectives and the needs of the students.

Learning media is crucial since it greatly enhances students' learning outcomes and processes (Nabung, 2023). When learning multimedia strategies to enhance classroom learning, interactive multimedia is commonly employed. The uniqueness of the content, which is varied and suitable for students' learning styles, is one advantage of interactive multimedia. Thus, by choosing media channels that suit each student's unique learning preferences, learning tools seek to increase student motivation.

In summary, instructional media encompass many tools and resources that facilitate teaching and learning. Ismail et al. (2023) and Nabung (2023), note, the judicious selection and use of appropriate media can enhance instructional effectiveness by catering to diverse learning styles and needs. Integrating various media types visual, auditory, audiovisual, print, and digital can enrich the learning experience and support the achievement of educational objectives.

1.4 The Media Used in Teaching Listening Skills

Various media can be employed to teach listening comprehension, with songs being particularly effective. One of them is to utilize songs as a teaching tool since singing and listening to songs together helps kids learn without becoming bored and can make learning more enjoyable. This makes the class more productive and ensures that the subject is well communicated (Triyana & Azzahra, 2022).

Ismail & Abdul Aziz (2020), notes that the appropriate selection of media can encourage students to employ diverse listening strategies, such as predicting, note-taking, or identifying main ideas. Interactive and engaging media, like songs, can increase student participation and enhance their listening comprehension skills. Alqahtani (2018), found that using songs in EFL classrooms effectively enhances students' incidental vocabulary learning by providing engaging and meaningful language exposure.

In conclusion, strategically using media, particularly songs, in teaching listening comprehension can significantly enhance students' listening skills. Triyana & Azzahra, (2022) and Ismail & Abdul Aziz (2020), suggest that media like songs provide authentic language exposure, promote active listening strategies, and increase student engagement. By carefully selecting and integrating such media, educators can create a dynamic and effective learning environment that supports the development of listening proficiency.

1.5 Definition of Song

A song is an artistic work that combines lyrics with melody, rhythm, and harmony to create an aesthetic and emotional experience for the listener. Habibi & Damasio (2014), define songs as such, emphasizing their ability to influence emotions and enhance cognitive functions. Ferreri et al. (2015) suggest that listening to music can improve performance in cognitive tasks, such as concentration, working memory, and learning processes. This underscores the potential of songs to support various aspects of learning.

Murrock & Higgins (2009), note that songs can convey a variety of messages and emotions through their combination of lyrics, melody, and supporting instruments. In educational contexts, songs can serve as effective tools for language learning, offering engaging and memorable content that aids in comprehension and retention. Nguyen (2021), argue that English songs provide a native language context and rich vocabulary, expressions, and language nuances, which can help students understand the material they are listening to. Thus, incorporating English songs into listening comprehension instruction can be both enjoyable and pedagogically beneficial.

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1.6 The Function of Songs in English Learning

Songs serve multiple functions in English language learning. They can be used as authentic resources to teach listening skills, such as understanding the main concept, finding specific details, or following the storyline depicted in the song lyrics. This approach provides opportunities for students to develop various listening skills while increasing their motivation and engagement in learning (Novia et al., 2023).

According to Sadiqzade (2025), songs have long been regarded as a useful tool for language acquisition since they can foster an enjoyable and stress-free learning environment. In addition to boosting student enthusiasm, the use of songs in English classes also contributes to the development of a more lively and relaxed learning atmosphere, both of which are critical for promoting students' active engagement. Songs also offer genuine exposure to cultural contexts and organic language usage, which enhances the relevance and significance of learning. This demonstrates that songs can be used as a tool to enhance the attainment of comprehensive language learning objectives in addition to providing amusement. According to Putri et al. (2022), using songs as a listening learning tool can greatly enhance students' listening comprehension abilities. According to their research, students who are taught through songs are more motivated and attentive during listening exercises, which improves their comprehension of the key ideas and crucial details in the audio content.

To conclude, songs serve multiple functions in English language learning, including enhancing listening comprehension, expanding vocabulary, and improving pronunciation. As (Novia et al., 2023), Sadiqzade (2025), and Putri et al. (2022), assert, songs can increase student motivation and engagement by providing a fun and tangible learning experience. Using songs as authentic materials can create a more enjoyable and effective learning atmosphere, facilitating the development of various language skills.