

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Teaching of Listening Skills**

According to Sudibyo & Kolin (2018), listening can be described as an active and purposeful engagement in the process of comprehending auditory information. Yuliarini (2022) identified five stages of the listening process: receiving, understanding, remembering, evaluating, and responding. Listening is a crucial skill for English as a foreign language (EFL) learners as it facilitates social interactions (Aminatun, Mulyah, & Haryanti, 2021). Understanding the significance of oral communication in language learning helps EFL learners effectively develop their listening skills, which are essential for comprehending spoken words in everyday conversations (Salainti & Pratiwi, 2021). Studies emphasize that listening skills precede production and contribute to second language acquisition (Madani & Kheirzadeh, 2018). Additionally, strong listening skills foster trust, collaboration, empathy, and teamwork, enhancing relationships both inside and outside the classroom (Jones, Bodie, & Hughes, 2019). Therefore, developing effective listening abilities is vital for EFL learners to achieve their learning goals and succeed in various contexts.

Listening skills can be a problem for English as a Foreign Language (EFL) students since they cannot rely on literal translation while studying EFL materials. According to Alabsi (2020), listening skills entail complicated learning processes

that necessitate a greater grasp of meaning. Many students fail to acquire excellent English listening skills, which impairs their overall conversational aptitude and language development. According to Nushi and Orouji (2020), there are three categories of hearing issues among learners: pronunciation difficulties, content-based challenges, and individual characteristics-based hurdles. These difficulties include concerns like a native accent, trouble comprehending long information, and poor study habits. Raj and Tomy (2023) mention other barriers, such as lack of interest, previous views, phonological and syntactic absorption issues, and unclear speaker voices.

## **2.2 Teaching media of listening**

Teaching media refers to the various tools, resources, and technologies that teachers use to facilitate the teaching and learning process. According to Loren, Andayani & Setiawan (2017), audio media requires the sense of listening to carry out the listening process. Teachers should use interactive media as part of their teaching approach, encouraging active engagement rather than passive use (Mohammad & Boushehry, 2023). The goal of teaching media is to provide learners with better tools for critical thinking and for understanding different motives, purposes, and uses of media (Valtonen, Tedre, Mäkitalo & Vartiainen, 2019). Incorporating media into the classroom can increase student engagement and motivation. Multimedia elements, such as videos, images, and interactive content, can capture students' attention, making the learning experience more enjoyable and interactive. Moreover, the objective of instructing listening media is

to improve and cultivate students' aptitude in comprehending, interpreting, and engaging with diverse media formats solely through the act of listening. The use of audio media in education can bring the past to life by connecting audio information with emotions, creating emotions, activating memories, and generally sensitizing deeper parts of people's cultures. Thus, greatly enhancing communication (Nicolaou, Matsuola & Kalliris, 2019).

Ferri, Grifoni & Guzzo (2020) stated there are pedagogical challenges in the use of teaching media, mainly coming from teachers and students who lack digital skills, the absence of well-structured content compared to the availability of abundant online resources, limited interactivity and motivation among students, and teachers struggling with establish a social and cognitive presence, which refers to their ability to construct meaning through continuous communication within a community of inquiry. Furthermore, technological challenges are mostly due to the unstable Internet connection and a shortage of electronic equipment required by many students. In addition, there are various issues with using media for teaching and learning, including the teacher's lack of readiness to utilize technology, the teacher's lack of preparation in designing media methods, signal interference, and a shortage of equipment to use particular media.

## **2.3 The use of Podcasts and Songs on Spotify**

In language learning, Spotify is a valuable resource with its podcasts and songs. In this part, the researcher provides the definitions and advantages of utilizing Spotify to learn languages in the digital era.

### **2.3.1 Definition of Spotify**

Several technologies have been developed recently to help non-native speakers learn English, one of which is the Spotify application. Spotify is a well-known digital music streaming network that provides users with access to a large library of music, podcasts, and other audio material. Spotify offers a variety of learning materials that are fairly simple to understand at many levels, starting from beginner, intermediate, and advanced (Mal, Disiwi, Kariadi & Asriyama, 2023). Users may listen to music from a wide range of genres and artists, make personalized playlists, discover new music via curated playlists and recommendations, follow their favorite artists, and share music with friends via social media integration. This platform also includes offline listening, allowing users to download and listen to music without an internet connection.

In addition, it provides a large range of podcasts on a number of themes, such as news, entertainment, education, and more. Users may search for podcasts, subscribe to their favorite programs, and receive notifications when new episodes are released (Kiberg & Spilker, 2023). Thus, current technological developments are very useful in learning English because they make it easier to get interesting information. One example of how technology improves is Spotify. It offers a large music collection, personalized playlists, well-chosen suggestions, and a wide

selection of podcasts, making it a fun and accessible platform for language learners to strengthen their English skills.

### **2.3.2 The Advantages of Podcasts on Spotify**

According to Abdulrahman, Basalama & Widodo (2018), using Podcasts through Spotify allows students to respond enthusiastically to teachers, resulting in the required level of learning. Several podcast activities and assignments encourage students to be creative while developing their listening skills. Moreover, the researchers also discovered that students enjoy listening to podcasts on Spotify because they talk about interesting and appropriate things. Not only that, these podcasts also help students learn new things and understand their lessons better through activities and audio assignments. As a result, students feel that their ability to understand what they hear and the words they know has improved.

Podcasts on Spotify help learners improve their listening skills since they are engaging and pay full attention to their learning. As stated by Salsabila, Irianti, Thooyibah (2021), students are impressed with Spotify podcasts because of their significant and relevant material. The inquiries and enthusiastic involvement of the students proved their enthusiasm. This enhances their listening abilities and expands their vocabulary (Angelia, Simanjuntak & Debora, 2023). Podcasts on the Spotify platform facilitate independent learning for students, enabling them to prepare effectively and actively participate in teaching and learning activities (Maulina, Ignacio, Bersabe, Serrano, Carpio & Santos 2022). In addition, the use

of podcasts on Spotify has been shown to have a positive impact on the learning experience of students. Engaging and relevant content fosters enthusiasm and active participation, resulting in improved listening skills and expanded vocabulary. Overall, Spotify podcasts facilitate independent learning and enhance student preparation and engagement in teaching and learning activities.

### **2.3.3 The Advantages of Songs on Spotify**

Songs on Spotify frequently include colloquialisms, idioms, and lyrical elements from the original language. Listening to songs exposes students to actual examples of language in cultural situations. This exposure improves your capacity to recognize and interpret spoken language subtleties. Songs may help improve pronunciation and phonetics by demonstrating proper intonation, intonation, and rhythm. Listening to songs can attentively help students develop clearer speech patterns and a better ear for phonetic subtleties by improving their capacity to recognize and repeat sounds. According to Mursyidin, Wahyudi & Ahmala (2022), the Spotify app displays the current song lyrics that are playing. If the music being performed is in English, they may easily grasp both listening and pronunciation.

### **2.3.4 The Advantages of the Spotify App Compared to the YouTube App**

Spotify is a trusted streaming service application that makes users feel satisfied with using the service and the products that are offered at high intercity (Hamdani & Permana, 2021). In comparison to YouTube, Spotify focuses more on audio with very excellent audio quality which will make it more comfortable for students to use it. If students want ad-free audio material, Spotify's premium app is more affordable than YouTube's. Not only that, Spotify takes less internet quota than YouTube. In addition, students will find it simpler to access and use the Spotify application as a learning media both in and outside the classroom.

### **2.3.5 The Use of Spotify in Teaching Listening**

According to Melati, Sari & Siregar (2020) and Rahajeng, Lus, Zakiya, Mayang, Setyobudi, Irham, & Jannah (2022), there are several procedures to consider while teaching listening utilizing podcasts and songs from Spotify.

1. Introduction Spotify. Familiarize students with Spotify by telling them the app's function, features, and content Spotify
2. Determine the learning objective. Set up the class to listen to particular listening materials from Spotify. Choose listening materials that suit students' abilities
3. Provide some learning listening activities. Students do listening activities such as answering fill-in-the-blank questions, taking notes, or making a listening journal. Those activities are used for treatment using the Spotify app.

4. Evaluate students' progress. Test are used to assess students listening enhancement. This is done to assess students listening skills using Spotify.
5. Give feedback. Provide students feedback on their class learning outcomes, suggestions or advice and clear up any misunderstandings. Encourage students to reflect on each other.

