

CHAPTER II

LITERATURE REVIEW

This chapter outlines the theoretical frameworks relevant to this research. It covers theories on listening comprehension, English podcasts, Spotify, and reviews previous studies to support the research.

A. Listening

Studying listening falls within the realm of language exploration and conversation analysis. Enhancing this proficiency involves consistent practice, yielding numerous benefits. Listening constitutes an engaged reception and response to both spoken and occasionally implied messages. It entails a focused process of attentively grasping, comprehending, appreciating, capturing, and interpreting oral symbols, content, or messages. Understanding the conveyed meaning in communication is achieved by actively participating in the teachings or spoken language of the speaker. Engaging in listening holds significance in the process of language acquisition. According to Durmus (2015), listening is a cognitive activity that involves a conscious awareness of the auditory input. By actively listening, individuals can comprehend and internalize information effectively.

According to Tarigan (2015: 31), the initial step of listening should be linked with understanding. While a person might hear or attend to intonation patterns or sound sequences, and even replicate them effortlessly, it's essential to recognize that true learning doesn't occur unless there is a meaningful connection with ideas or actions that hold significance for the individual. One approach to achieve this is by employing a basic dialogue to illustrate how

individuals may adopt varied listening approaches based on their objectives. In essence, teaching listening involves presenting content to convey an understanding of the language system. This encompasses the application of language system knowledge to comprehend or express meaning, as well as the utilization of specific skills for understanding and conveying meaning. Continuous practice is crucial for becoming more acquainted with listening, ultimately leading to mastery. The study of listening is integrated into the field of language exploration and conversation analysis.

Listening is a dynamic process that unfolds through distinct stages, according to Tarigan (2015: 563):

- a. Listening Stage: In this initial stage, the new listener absorbs everything uttered by the speaker, essentially remaining in the hearing phase.
- b. Understanding Stage: Following the act of listening, there emerges a desire to thoroughly comprehend the contents of the conversation conveyed by the speaker, marking the understanding stage.
- c. Interpretation Stage: A proficient listener, characterized by attentiveness and diligence, goes beyond mere hearing and understanding. Such a listener seeks to interpret the content, discerning the expressed and implied points of view within a speech, thereby reaching the interpretation stage.
- d. Evaluation Stage: Once listeners have grasped and interpreted the conversation's content, they proceed to evaluate the speaker's strengths and shortcomings, culminating in the evaluating stage.

The underlying purpose of these stages is to cultivate student interest in the material presented during each session. Teachers are encouraged to prompt students to listen with specific goals, urging them to demonstrate comprehension through tasks that serve to enhance their listening ability.

Enhancing this proficiency is achievable through consistent practice, and there are numerous benefits to refining your listening skill. It involves actively receiving and responding to both spoken and occasionally implied messages. To optimize learning, listening exercises should encompass diverse elements such as speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. This diversity aims to sustain student interest in the materials presented during each session. It is advisable for teachers to prompt students to listen with specific goals in mind, encouraging them to demonstrate their comprehension through tasks, thereby honing their listening skills.

The instructional content intended for training listening comprehension should not be initially presented visually. In essence, teaching listening involves conveying material to impart an understanding of the language system. This encompasses the application of language system knowledge to comprehend or express meaning and the utilization of specific skills for understanding and conveying meaning. Consistent practice is essential to becoming more familiar with listening and ultimately mastering it. Drawing from the perspectives mentioned earlier, the authors deduce that listening is a process involving attentive reception of verbal symbols, understanding, and appreciation. It aims to gather information, capture content/messages, and comprehend the meaning of communication conveyed by the speaker through spoken or written language.

B. Listening Comprehension

According to Hamouda (2013: 117), listening comprehension is considered a multifaceted and interactive process in which individuals engage in the dynamic creation of meaning. Listeners comprehend oral input by drawing on various elements such as distinct sounds, pre-existing vocabulary knowledge, grammatical structures, stress, intonations, and also by utilizing linguistic, paralinguistic, or non-linguistic cues within the contextual pronunciation. Rost (2011) stated, listening comprehension is considered a intricate and interactive procedure wherein listeners actively participate in constructing meaning dynamically. This entails grasping the nuances of a speaker's accent or pronunciation, understanding the speaker's grammar and vocabulary, and comprehending the intended meaning. To achieve comprehension, the message necessitates sufficient attention and concentration, allowing it to surpass any competing sounds or distractions.

Listening comprehension involves the process of comprehending spoken content using the auditory senses. Gilakjani et al. (2016) define listening comprehension as the ability to recognize others through the sense of hearing, utilizing auditory organs to assign meaning to the message for understanding. Beyond grasping the meanings and supporting details in spoken materials, listening also encompasses the identification of thoughts, feelings, and intentions conveyed by the speakers in delivering the message. Listening comprehension extends beyond mere hearing; listeners, after perceiving the message, should be capable of constructing meaning in their minds, a crucial element in achieving successful communication (Masoumeh, 2016).

Based on the definitions provided earlier, it can be inferred that listening comprehension is a intricate undertaking, requiring students to employ both their language proficiency (vocabulary, sounds, and grammar) and their background knowledge to understand spoken content.

C. Teaching of Media

According to Abdulrahman et al. (2018), technological advancements have introduced diverse approaches to current learning and teaching methods. The incorporation of technological devices in classroom instruction enhances portability, leading to more effective time utilization for both students and teachers. Moreover, integrating technology in the EFL (English as a Foreign Language) classroom contributes to heightened motivation and confidence among students, particularly in the context of listening skills.

Moreover, contemporary information and communication technology (ICT) introduce a new paradigm for educational advancement. According to Stanca et al. (2014), ICT plays a crucial role in shaping the changes within modern society, influencing how individuals live, work, and learn. Media and technology are interconnected components that contribute to fostering more creative and dependable learning experiences (Andriyani et al., 2022). There exist various methods for instructing listening skills, and some involve the integration of technology, wherein educators use technological tools to convey specific topics. Utilizing technology in learning serves as an interactive educational medium for students. Employing technology as a means to teach listening skills is advantageous because it aids in easing the burden on teachers, allowing for efficient lesson review and preparation within a short timeframe.

Teaching listening skills through media helps students establish connections with their existing knowledge, enabling them to better comprehend and relate to the material.

As commonly understood, teaching media comprises tools or aids employed by teachers or students to achieve specific educational objectives. These media can be categorized in various ways, according to Mahajan (2012:6-7), who classifies media into seven categories:

1. **Graphic Media:** Encompasses printed materials of various kinds, including books, images, photographs, maps, charts, posters, graphs, and diagrams.
2. **Display Media:** Involves boards like chalkboards, bulletin boards, flannel boards, or peg boards used to present information in small group settings.
3. **Three-Dimensional Media:** Refers to media with a three-dimensional form, such as models, objects, specimens, and puppets.
4. **Projected Media:** Represents media wherein messages are displayed using a projector. Examples include slides, filmstrips, transparencies, films, video cassettes, gramophones, and records.
5. **Audio Media:** Encompasses media that can only be heard, such as radio, audio cassettes, gramophones, and records.
6. **Video Media:** Combines audio and visual elements, including television, videocassettes, CDs, and computers.
7. **Activity Media:** Encompasses media used to carry out specific activities, such as field trips, dramatization, presentations, and role-playing.

Various forms of interactive media can be employed for instructing English listening skills. The integration of interactive media teaching materials can foster student motivation, as it allows them to engage with audio, video, text, animations, and graphics simultaneously. Brown (2000) defines teaching as guiding individuals to learn how to do something, assisting them in the learning process, and imparting knowledge. An essential principle in teaching listening is that language materials for comprehension training should be designed for auditory perception without visual presentation beforehand. Hence, listening to audio is a valuable tool for achieving this objective (Abdulrahman et al., 2018). Subsequently, instructors can introduce interactive teaching media to enhance students' motivation in learning English listening skills. This emphasizes the importance of teaching media for students to assess the impact of its utilization after receiving English instruction in listening skills.

a. Podcast

Podcasts refer to digital audio files accessible on the internet, aimed at enhancing students' listening skills. These files can be played on various devices such as computers, MP3 players, or cell phones. The term "pod" originates from "play on demand," and "cast" is derived from "iPod" and "broadcast." Individuals have the option to subscribe, download, and listen to existing podcasts, either online or offline. Additionally, they have the capability to create their own podcasts. Notably, podcasts offer English language learners ample opportunities to listen to native languages, including English, in diverse contexts. Podcasts designed for language learning encompass various elements

like conversations, vocabulary, cultural insights, grammar tips, idioms, and more (Erben et al, 2018).

b. Audiobooks

The advent of digital media in contemporary times has revolutionized the approach to delivering educational content, including the utilization of audiobooks in English teaching methodologies focused on enhancing listening skills. According to Karta et al. (2011), academic institutions and schools have incorporated audiobooks in introductory classes to offer students an overview of upcoming topics. Audiobooks, also known as audio recordings of books read aloud, are available in various formats, such as electronic files, CD barcode scans, or DVDs (Rizal et al., 2022). Students have the option to either listen to the material or respond to practice questions while reading it. Currently, numerous educational institutions and schools are integrating audiobooks as a method for teaching English listening skills, enabling students to hear the spoken content from reading books through the electronic files provided in their textbooks.

D. Kind of Podcast

According to Gumilang (2020), there exist various podcast types that educators can incorporate into the classroom setting:

- a. Authentic podcasts: These podcasts, not specifically designed for English language teaching (ELT) students, often serve as a valuable resource for listening. They are either created by non-native English speakers, and their brief duration (5-10 minutes) makes them suitable for classroom use.

- b. Teacher podcasts: These podcasts are typically created by educators to assist students in their learning journey. They may offer unique listening content not available elsewhere, providing a local touch.
- c. Student podcasts: Created with the assistance of teachers, these podcasts are produced by students.
- d. Educator podcasts: These podcasts are recorded live (webcasting) during educational sessions over the free internet and later made available as podcasts.

Moreover, various podcast applications are available for English listening lessons. Google, a widely recognized internet platform, offers access to numerous podcasts. Rafidah et al. (2018) have reported that Google provides millions of authenticated sources and applications affiliated with educational organizations like the British Council, Spotify, Joox, and other platforms.

a. British Council Podcast Application

The British Council offers an English learning application that incorporates films, podcasts, games, and quizzes, emphasizing the development of listening skills. Accessible through Google Playstore, Apple Store, and Windows Phone Store, this application provides various features. Notably, it offers audio and scripts covering diverse general topics, available for free download and offline playback. Additionally, the application includes valuable English learning tips (Agarid et al., 2018). The British Council's podcast covers various themes; however, accessing a wide range of themes necessitates

enrolling in online courses, which often involve a fee. Consequently, the utilization of the podcast remains somewhat restricted.

b. Joox Podcast Application

According to Bien (2016) findings, this app is the largest music streaming platform in Asia, including countries like Hong Kong, Malaysia, Myanmar, and Indonesia. Established by Tencent in January 2015, the application offers features like digital music with lyrics, podcasts, and karaoke. Joox is accessible for download on the Google Play Store and Apple Store, allowing users to digitally listen to content anywhere. However, the app has a smaller user base compared to other music streaming and podcast applications, mainly because it offers a limited variety of podcast topics.

c. BBC learning English Podcast Application

The BBC English Learning App serves as a technological tool for acquiring and mastering a foreign language, providing a time-efficient learning experience. Utilizing this application allows for flexible English learning, enabling individuals to study from the comfort of their homes or preferred locations without feeling apprehensive about making mistakes (Khashan et al., 2023). The app encompasses a variety of popular and current podcast topics, accessible through the Google Play Store, Apple Store, and the website. Operating since 1943, the BBC English Learning App has been delivering English courses globally, incorporating audio, video, and text materials. While the app offers paid

online English learning courses, the podcast feature, covering the latest daily news worldwide, is available for free.

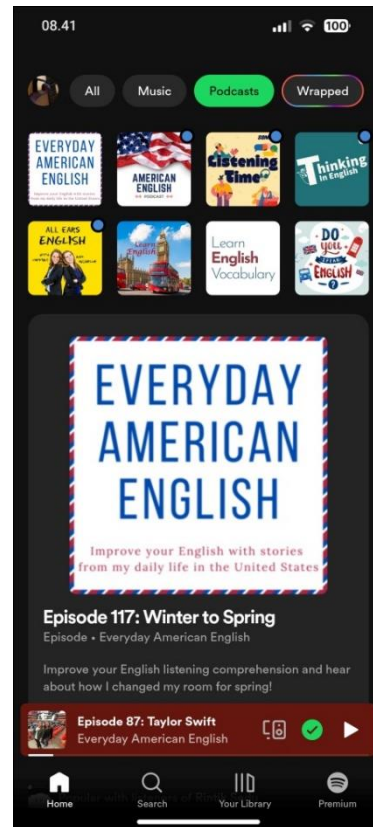
E. Podcast in Spotify Application

Podcasts harness the power of sound, recognized as the most impactful tool for swiftly capturing the audience's attention (Syahabudin et al., 2021). This approach is poised to bring advancements to the process of learning English, affording students the flexibility to learn at their preferred pace and location. Consequently, podcasts can be employed as a sequence of sound files delivering comprehensive educational information, contributing to the enhancement of students' abilities to an advanced level.

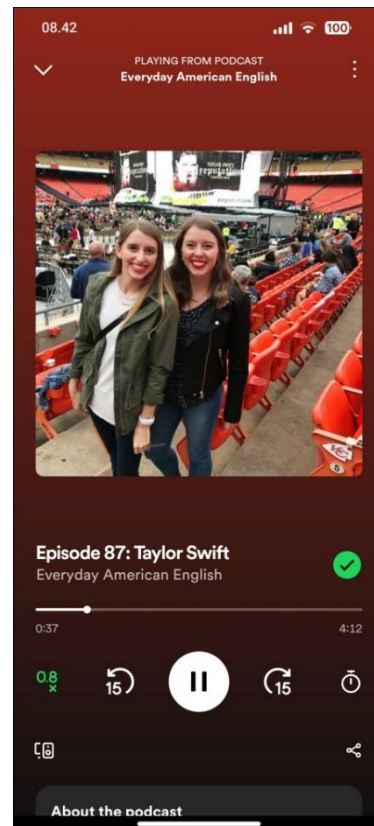
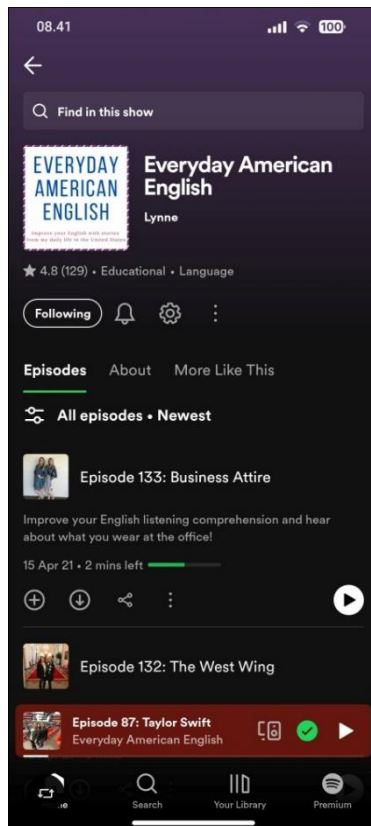
Spotify is an application encompassing digital music streaming services, podcasts, and videos, granting users access to an extensive collection of songs and content from artists globally (Andriani et al., 2018). Launched on October 7, 2009, Spotify was founded by Daniel Ek and Martin Lorentzon in Sweden on April 1, 2006. The platform offers versatile features compatible with various devices, including computers, phones, tablets, speakers, TVs, and cars (Andriani et al., 2018). With Spotify Connect, a feature of Spotify, students can seamlessly transition between devices during a lesson. This facilitates easy access to listening lessons for both students and teachers at any time and from any location. Additionally, given the prevalence of personal gadgets among students, such as computers, phones, tablets, and speakers, the accessibility of Spotify is further enhanced.



Logo Application Spotify



Dashboard Podcast in Spotify



Content Podcast in Everyday American English

Accessing Spotify is straightforward, as it can be utilized through various platforms such as websites, devices, television, car radios, and other technologies. In the context of learning, it can be easily accessed via websites and mobile applications. Students can install Spotify on their mobile devices through Google Play and the Apple Store. Spotify offers numerous features, particularly beneficial for learning activities. Teachers can leverage English song albums and podcasts available on Spotify to enhance students' listening skills. The platform provides a wide array of podcast topics, particularly those related to educational content in English. According to Salsabila et al. (2021), Spotify is a popular learning application, specifically for podcasts or audio listening, and is favored by many due to its minimal smartphone memory requirement since songs are played directly from internet cloud storage, allowing for an unlimited number of songs.

F. Previous Studies

Three previous studies have investigated the effect of using English podcast in Spotify application for students. Siti et al (2023) has studied the ability to teach listening through Podcasts this study was to assess the efficacy of utilizing podcasts for enhancing the listening skills of students at SMAN 4 Bengkulu. The researcher employed a pre-experimental method involving a single group with pre-test and post-test treatments conducted over four sessions. The study's population consisted of second-grade students at SMAN 4 Bengkulu, and purposive sampling was used to select a sample of 999 students. Data collection involved a multiple-choice listening test and the completion of a form with 20

items. The findings led the researcher to conclude that podcasts prove to be effective in enhancing students' listening skills.

Secondly, Saragih et al (2022) the investigation focused on evaluating the capacity to teach listening through podcasts, employing qualitative research methods with a sample of 32 eleventh-grade high school students. Data collection involved the use of questionnaires and interviews with the students. The research observations revealed that podcasts are considered influential in students' learning processes, particularly in developing listening skills. Moreover, the findings indicated that students exhibit motivation in learning English listening skills.

The last previous study by Fadlan (2022) uses a pre-experimental approach, specifically employing a one-group pretest and post-test design. Participants in this investigation include tenth-grade students from a Private Senior High School in Ciputat during the 2022/2023 academic year, with a research sample selected through purposive sampling, consisting of 31 students. Data was gathered through a listening test, revealing that learning strategies involving podcasts significantly impact the listening skills of Private Senior High School students in Ciputat. Furthermore, students' motivation increased after incorporating podcasts into the learning process. In conclusion, the author asserts that the utilization of podcasts in English instruction effectively enhances students' listening skills.