

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature in line with this research that focuses on the correlation between the habit on listening to English songs and listening comprehension. The related literature is divided into several topics. Those are:

A. Habits on Listening

Habits on listening can be understood from a cognitive perspective as a mental activity involving the processing of language and non-linguistic information through various cognitive systems such as attention, perception, and memory (Usera, 2023). Effective listening requires complex cognitive processes, including understanding and interpreting messages, as well as considering the context of the conversation and the subsequent actions resulting from the communication (Characteristics of Effective Listening, 2023). Listening habits are formed based on the routines individuals establish by listening in particular ways, indicating that listening is a cognitive habit. Moreover, the cognitive psychology of listening involves the process of selecting, organizing, and integrating information, drawing on both internal and external cues (Imhof, 2010). These cognitive aspects collectively contribute to the theoretical framework of listening habits, emphasizing the active, multifaceted, and cognitive nature of listening as a crucial element in language skills.

The linguistic theories perspective of listening habits emphasizes the cognitive and language processing aspects of listening. According to Bodie, Winter,

Dupuis, and Tompkins (2019), individuals tend to listen for different types of information based on the routines they have established, indicating that listening is a cognitive habit.

B. English Songs

English songs refer to pieces of music that are sung in the English language, either in the UK, the US, or other countries where English is spoken. In summary, English songs can refer to songs sung in the English language or songs that are about England and its culture.

Using English songs in learning English encompasses cognitive, behavioral, and linguistic theories that support the pedagogical value of music and songs in language learning. Research studies have been carried out in various contexts, providing a wide range of rationales for the use of songs in English language learning. Some studies have focused on the motivational features of songs and how they help create a more relaxed learning environment, while others have emphasized the psychological implications of integrating English songs into English language teaching (Romero, 2017). Additionally, the relationship between English songs and learning vocabulary has been explored, highlighting the enjoyable and effective approach to ELT through the use of songs (Malekian, 2016). The theoretical part of these studies investigates various aspects of exploiting songs in English language teaching and explores the ways of creating and maintaining student motivation by using songs. Overall, the theoretical framework for using English songs in learning English is supported by cognitive, behavioral, and

linguistic theories, as well as the motivational and psychological benefits associated with integrating songs into language learning (Shen, 2009).

C. Spotify

The media for listening is audio. The media for listening to English songs can be more than an audio. It can be video or others. Spotify is a common platform used by students and other kinds of people to listen to music and podcasts. Spotify is a digital music, podcast, and video service that gives access to millions of songs and other content from creators around the world. Basic functions like playing music are free, but users can also upgrade to Spotify Premium. With Premium or not, users can get recommendations based on their tastes, build music and podcast collections, and enjoy hidden features such as completing homemade playlists, sleep timer, crossfade, and creating playlists with friends.

In this research, the researcher focuses on Spotify which is a versatile platform that can be used for listening to English songs and improving listening skills even though it offers a wide range of music, podcasts, and other content from artists worldwide, making it a valuable resource for language learners.

There are numerous playlists and options available for users to explore the English songs. Here are some examples: Top 100 English Songs of All Time Chill Spotify Playlist Covers, BEST ENGLISH SONGS - The Biggest and Hottest English Hits, or Best of English Songs 2023. These playlists offer a variety of English songs that you can listen to on Spotify. Whether the user looks for popular hits, chill vibes, or the latest tracks, Spotify provides a diverse range of English

songs for your listening pleasure including the user can make their own playlist to be listened to.

D. Listening Comprehension

Listening comprehension encompasses various perspectives. According to Byrnes (1984), listening is a fundamental skill for internalizing language messages presented by speakers, emphasizing its complexity and activeness. Field (2008) highlights that listening comprehension involves integrating information from the text with the listener's existing knowledge, impacting the development of other language skills such as speaking, writing, and reading. There are four factors influencing learners' success in comprehending auditory information, shedding light on the multifaceted nature of listening comprehension (Kusumarasyanti, 2000). Mendelsohn defines listening comprehension as the ability to understand spoken language and emphasizes its interactive and active nature, where individuals associate what they hear with existing knowledge (Hue, 2019). These perspectives collectively contribute to the theoretical framework of listening comprehension, emphasizing its active, integrative, and multifaceted nature, crucial for language learning and communication.

E. Related Studies

There have been several studies conducted on the correlation between the habit of listening to English songs and listening comprehension. Some studies have found a positive correlation between the two, indicating that students who listen to English songs regularly tend to have better listening comprehension skills.

The first is from the research conducted by Silvia (2017) in the correlation between the habit in listening to English songs and English listening comprehension achievement of the eleventh-grade students of SMA Muhamadiyah 6 Palembang. This study has found a significant correlation between both of variables.

The other study of the correlation between the habit of listening to English songs and listening comprehension is research conducted by Meutia, Asib, and Rais (2014) which took the population of the study was all of tenth-grade students while the sample was 30 students taken by cluster random sampling technique then found the positive correlation indicates that habit in listening to English songs with the student's listening skill.

Another study was conducted by Nurjana (2018) which has a conclusion that that the better of students' habit in listening to song, the better the students' listening skill.

Study conducted by Septaviani, Nurdin, and Dakhalan (2023) published in the journal *Datokrama English Education Journal*, found that Listening to English song habits has a correlation with listening comprehension of the eleventh-grade students of MAN 1 Palu revealed by the significant value is 0.231 or more than 0,05.

In addition, in research published in the *Journal of General Education and Humanities*, authored by Lapuk, Mukrim, and Hastini (2023) The null hypothesis (H₀) was rejected, and the alternative hypothesis (H_a) was accepted. This suggests a relationship between the listening abilities of SMA Negeri 6 Sigi's eleventh-grade students and their listening habits when it comes to English songs.

Lestari (2022) wrote a thesis about the correlation between students' habit in listening to English songs and listening comprehension of grade XI students at Vocational Senior High School Telkom Pekanbaru. The result of her study showed that there was a correlation between those variables.

Contrary, the study conducted by Aziz, Rahman, and Munir (2022) found that there was no relationship between students who like to listen to music and their listening ability. They used a questionnaire to gather information on students' listening habit and used TOEFL as a test because it was too late to test its validity and the TOEFL was rated as being able to measure someone's listening ability. Therefore, the researcher would like to find an innovation by conducting this research which does not use TOEFL listening test to measure the students' listening comprehension skill. The researcher tested the students by the material studied at their level.

In the other hand, Spotify as the media of listening in this research for specific items to be researched by the author which has several studies. For example, the finding of Claudius (2017) reveal that the use of Spotify in English listening class is effective to develop students' listening skill.

Dealing with related studies, the researcher takes Spotify in the media of listening used by students. Here the researcher focuses on students who has habit on listening to English songs on Spotify. Furthermore, the researcher takes the data of habit on listening to English songs on Spotify and the data of listening comprehension skill of the students.