

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter discusses everything related to the theme raised by the researcher, namely about listening comprehension, teaching listening comprehension, material and media, song, and video.

A. Listening Comprehension

1. The Definition of Listening Comprehension

Listening is the most fundamental stage of the learning process. This is because listening helps other language skills develop in real-life situations. Comprehension is the process of processing language at the levels of grammar, vocabulary, and speech. Experts have put forward various definitions of listening comprehension, and these definitions reflect the complexity and multifaceted nature of the listening comprehension process.

Anderson Information Processing Theory (2000) provides a comprehensive framework for understanding how students process, remember, and retrieve information. This theory is particularly useful in the context of auditory learning, such as songs or videos. The theory defines memory as three memory systems: sensory recording, short-term memory, and long-term memory. It also explains the flow of information through these systems and the mechanisms by which information is transformed by various cognitive processes. The theory highlights how attention and repetition help transfer information from short-term memory to long-term memory, thereby facilitating effective learning and recall.

Based on the above, Vandergrift and Baker (2015) state that listening comprehension is an active psychological process in which listeners connect the sounds and words they hear with their prior knowledge and context, thereby enabling them to understand the meaning of what they hear. Similarly, Lynch (2018) defines the listening comprehension process as a flexible and interactive process, explaining that this process

includes skills such as identifying the main idea and recognizing supporting details based on the information provided. This view suggests that listening comprehension is a complex process based on the integration of cognitive skills and strategic thinking to effectively understand spoken language.

Buck's (2001) view is also relevant, as he describes listening comprehension as a complex process that requires an understanding of its mechanisms for accurate assessment. However, recent research by Siegel (2021) expands on this view by highlighting the importance of digital literacy and multimodal inputs such as videos and songs in modern listening comprehension, given the increasing reliance on technology-mediated communication.

Rost's (2014) updated framework positions listening as a meaning-making process shaped by phonological, lexical, grammatical, and sociocultural factors. Additionally, Nation and Newton (2020) argue that listening comprehension is not merely a receptive skill but an interpretive one, involving prediction, monitoring, and evaluation key components of successful second language acquisition. In conclusion, listening comprehension is a multifaceted construct, encompassing speech perception, discourse processing, and adaptive learning strategies.

2. The Process of Listening Comprehension

The process of comprehension occurs when the listener pays attention during the speech. A specific starting point for discussing how comprehension occurs is the concept of “given” and “new” information. The term “new” means that the listener has not yet identified the information. “Given” means a situation where the listener already knows the information. The basic element of comprehension is combining the information conveyed by the text with the knowledge and concepts known to the listener. When teaching listening comprehension, we need to follow some basic steps. The same is true for teaching listening

comprehension. According to Helgesen and Brown, in Ratnawati (2013), namely:

a. Pre-listening

Pre-listening is a warm-up activity for students before the actual listening process begins. Through pre-listening, students can be helped to find a balance between top-down and bottom-up processes. In many warm-up activities, students perform tasks to activate their schema. When students use both top-down and bottom-up processes, we talk about interactive processing. Pre-listening activities are similar to brainstorming for reading and writing.\

In real life, people usually don't listen to others without some idea of what they will hear. That's why pre-listening is important. First, it helps set the context by explaining who is speaking, where, and why. Second, it encourages learners to use what they already know by asking questions about the situation. Third, it provides new information to prepare the learner. Fourth, it introduces relevant vocabulary that will appear in the listening. Finally, it helps learners understand and focus on the main points of the listening task.

b. Listening task

There are three types of listening for beginners: listening for specific information, listening, and listening inferencing.

c. Post-listening

Post-listening activities are not as extensive as the listening tasks themselves. Post-listening activities are more like answering comprehension questions, with the teacher telling students which answers are correct, or students answering independently, in pairs, or in small groups.

3. Factor of problems in listening comprehension

Anandapong (2011) indicated that problems in listening are accompanied by the four factors mentioned below: the messages, the speaker, the listener and the physical setting.

a. The messages

Listening comprehension problems may be caused by the message or listening material. Unfamiliar vocabulary, complex grammatical structures, and the length of spoken language can cause problems.

b. The speaker

Students are accustomed to the teacher's accent and the normal British and American accents. It is difficult to understand people who speak with different accents. Spoken prose has the same speed, volume, intonation, and tone of voice as a news program or newspaper article.

c. The listener

Students learning English as a second language do not know enough about clichés and collocations to predict missing words and phrases. Foreign language learners generally spend more time reading than listening and are not exposed to a variety of listening materials.

In addition, recent research by Pekrun et al. (2023) and Ortega (2021) stresses the importance of motivation, self-efficacy, and lifespan studies in second language acquisition. These psychological and developmental factors play a crucial role in shaping learners' engagement and persistence in listening activities, further influencing their overall comprehension and success in acquiring a second language.

d. Physical setting

Noise distracts the listener from what is being heard, such as background noise from recordings or ambient sounds.

B. Teaching Listening Comprehension

According to Novianty (2020) research, listening instruction is a very important educational practice that aims to help students develop their oral comprehension skills. This multifaceted skill includes identifying key

information, separating additional details, interpreting the speaker's tone or attitude, drawing conclusions from contextual clues, and making logical predictions based on the information provided. By mastering these elements, students can effectively interact with verbal content and gain valuable insights from it.

Gilakjani and Ahmadi (2011) state that teaching listening comprehension involves cognitive processes such as attention, perception, interpretation, remembering, and responding to expressed needs, concerns, and information offered by other humans. Therefore, educators should implement diverse strategies that can foster these cognitive skills, thus enabling students to become proficient listeners who can navigate complex auditory environments effectively.

In addition, teaching listening comprehension will equip students with essential skills for effective communication in both academic and real-world contexts. This can be realized by maximizing the use of authentic language, varying materials, and encouraging students to listen with purpose and demonstrate their understanding through tasks. Brown (2000) states that effective teaching strategies emphasize the importance of setting goals for listening, which helps students focus on relevant information and improve their overall understanding. By integrating these approaches, educators can create a strong framework for developing listening skills that are critical for success in various aspects of life.

In conclusion, teaching listening is very important to help students develop listening comprehension skills because listening is one of the language skills that shape a person's communicative competence. After all, listening is the most widely used skill in communication. Therefore, it is important for students to master listening skills from the beginning.

C. Material and Media

1. Definition of material and media

Learning materials include all things that aid the teaching and learning process. As highlighted by Barker and Campbell (2010), the

true essence of these materials is not found in their inherent characteristics but rather in their functional role in education. In essence, this perspective invites educators to explore diverse and innovative resources that can enhance student engagement and enrich the learning experience; therefore, materials cannot be separated from media.

Learning media refers to tools or instruments used by educators to facilitate the delivery of material and enhance students' learning experience. Musfiqon (2012) states that learning media is defined as physical and non-physical aids used by teachers in delivering material to students to make it more effective and efficient. So, learning media includes physical and non-physical aids used by educators to effectively convey lesson content and improve students' learning experience.

In short, learning materials and media play an integral role in enhancing the educational process. Learning materials cover a wide range of items designed to support instruction and student understanding, with the value lying in how they function within the classroom environment. In contrast, learning media specifically refers to both physical and digital tools used by educators to effectively convey information and actively engage students. Together, these elements underscore the importance of diversifying instructional methods to encourage deeper student participation and richer academic experiences.

2. Characteristic

Bundsgaard and Hansen (2011) highlight the importance of evaluating learning materials based on their impact on learning success. In their study, three main characteristics that can assist in this evaluation have been identified. First, content should be evaluated based on its relevance, accuracy, and suitability to educational objectives. Second, the form and methods of presenting technical content are crucial, as these influence student participation and the accessibility of the material. Finally, it is essential to evaluate the impact of educational materials in promoting the learning process, particularly in helping

students understand concepts and apply their knowledge. By focusing on these points, educators can make evidence-based decisions when selecting learning resources, which ultimately enhances the learning experience and improves student success.

Learning media is an important tool that strengthens the educational process and supports student learning by delivering content effectively. According to research by Astuti et al. (2020), the characteristics of effective learning media include clarity of information, ease of use, independence, and strength of content expression. Clarity of information ensures that the information conveyed is easy to understand. Independence indicates that the media can function independently without relying on additional sources, while the strength of content delivery refers to the media's ability to explain or convey educational content effectively. Therefore, selecting learning media that meets these characteristics is crucial for creating an effective learning environment.

3. Benefit

The use of teaching materials and media in learning has many advantages. According to Fithriyah (2009), the use of teaching materials and audio environments significantly improves students' listening skills. This is due to an increase in students' ability to process context in a real language environment. Through interaction between teaching materials and media, students can practice understanding spoken language, distinguishing main ideas, explicit and implicit information, and distinguishing the meanings of words.

Another benefit of using materials and media is that it increases student participation and motivation to learn. According to research conducted by Giyarta et al. (2020), when students find learning content meaningful, they show higher motivation to learn and participate actively in learning activities. By using various teaching materials or media such as songs, videos, podcasts, etc., an engaging learning environment can be created that captures students' attention and

encourages active participation and deep learning. This method not only makes learning more enjoyable but also provides a more dynamic and interactive learning experience in the classroom.

The final advantage of using materials and media is that it improves the efficiency of educational content delivery. Mansah et al. (2022) support this view by stating that the use of materials and media in the learning process increases interaction between teachers and students and improves student learning effectiveness. Materials and media, as important tools in information transfer, play a role in conveying information clearly and efficiently, thereby ultimately improving student comprehension and participation levels.

In summary, the incorporation of listening learning materials and media in the classroom offers significant advantages for skill development and student engagement. By utilizing a variety of materials and media, such as songs, videos, and podcasts, educators can foster a more enjoyable and effective educational experience that not only develops essential listening skills but also inspires students to be actively involved in their learning journey.

4. Types

Listening materials can be categorized based on several factors, including content, complexity, authenticity, and thematic relevance. This categorization helps teachers tailor their lessons to meet the needs of diverse students. According to Ji and Zhang (2010), listening materials can be broadly classified into two main categories: authentic and non-authentic types. Authentic materials, which are created for native speakers without educational purposes, include real-life conversations, news broadcasts, and documentaries. On the other hand, non-authentic materials are specifically designed for educational purposes. By understanding the differences between these categories, educators can effectively select and utilize resources that meet the diverse needs of their students.

As we all know, teaching media includes any tools or aids that a teacher or student may utilize to accomplish specific educational goals. The teaching media can then be classified in some way. According to Mahajan (2012), media are classified into seven categories such as:

- a. graphic media: any printed media of any kind. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.
- b. display media: a board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.
- c. three-dimensional media: A media with a three-dimensional shape. Models, items, specimens, and puppets, for example.
- d. projected media: a type of media in which the messages are displayed via a projector. Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records, for example.
- e. audio media: this is media that can only be heard. Radio, audio cassettes, gramophones, and records are examples.
- f. video media: This type of media combines audio and visual elements, such as television, videocassettes, CDs, and computers.
- g. activity media is a term that refers to any type of media that can be used to carry out a specific activity. Field trips, dramatization, presentation, and role-playing, for example.

By the types of materials and media, songs and videos can be categorized as materials or media to improve listening comprehension, depending on the type of content they present.

D. Song

1. Definition of song

Songs are one of the most engaging and culturally rich media that can be effectively utilized in the language classroom. According to Engh (2013), songs improve memory, pronunciation, and provide real language examples. Because songs have rhythm and repetition, they

help learners of all ages understand language better. Medina's (2018) neurocognitive research further strengthens this argument. In line with this, Ludke and Morgan (2021) Classroom Soundscape Framework advocates rhythmic auditory stimulation as a means to facilitate language learning, emphasizing the role of rhythm and sound patterns in supporting listening comprehension. Furthermore, Thorne and Reinhardt (2020) view songs as effective bridges between formal lessons and natural language use, highlighting their potential to connect classroom learning with real-world language experiences

Murphy (2017) emphasizes that songs can create an engaging and low-stress learning environment, which is crucial in the second language learning process. By integrating music, teachers can encourage emotional participation, strengthen vocabulary and grammatical structures, and foster positive attitudes toward language learning. This approach is supported by research in emotional neuroscience, which shows that music can activate various parts of the brain, thereby enhancing language processing and emotional regulation Jäncke (2012).

Furthermore, modern educational research highlights the importance of strategically selecting songs to maximize learning outcomes. As noted by Coyle and Gómez Gracia (2014), various factors such as language complexity, cultural relevance, and student interest must be considered when incorporating songs into educational programs. The development of digital technology, such as lyric explanation tools or interactive platforms, further enhances the effectiveness of song-based learning and strengthens the learning experience by providing context-appropriate feedback. In conclusion, integrating songs into the language classroom offers numerous benefits that enhance both student engagement and language acquisition.

2. Kinds of song

Griffey, cited in Adawiyah (2017), classified songs into five types based on length and tempo:

- a. all songs. This option is called "All Tracks" because any event can use this type of track. An example of a song of this type, according to Evans (2016), is "Happy" by Pharrell Williams. Songs are often chosen for celebrations due to their upbeat and infectious nature, making them versatile for different occasions.
- b. a short or slow song. That is, the activities corresponding to these track types are activities that do not require much energy. American Songwriter (2024) provides a sample song from "Bookends Theme" by Simon & Garfunkel (time: 1:16). This song is a gentle and reflective song that is suitable for a quiet environment.
- c. a song with a storyline. These types of songs have a story that unfolds in chronological order. They have a beginning, a middle, and an end. An example of a song of this type, according to Evans (2016), is Don McLean's American Pie, which tells a narrative that includes several verses and a chorus, making it a classic storytelling song.
- d. a long song. This is a song that lasts longer than 4 minutes and is usually difficult to sing because of its fast speed. American Songwriter (2024) gives the example of the song In a Gadda Da Vida by Iron Butterfly. This song is over 17 minutes long, featuring long instrumental sections and repetitive structures.
- e. short or fast songs. This type of song generally does not have repeated phrases or harmonies. It is also fast and short. An example of a song of this type, according to American Songwriter (2024), is the song titled "Song 2" by Blur, which is about two minutes and twenty-five seconds long, featuring fast drumming and a catchy hook typical of fast-paced songs.

According to Google Research (n.d.), it categorizes music genres such as pop music, hip-hop music, rock music, R&B, soul music, and reggae. In this study, the researcher took songs with the R&B genre

into his research. Rhythm and Blues, commonly referred to as R&B, originated in the African-American community in the United States in the 1940s and has since developed into a diverse and influential style of music. Characterized by smooth rhythms, emotional vocals, and rich instrumentation, R&B incorporates elements from various genres such as jazz, gospel, and blues. Over the decades, R&B has branched out into various sub-genres, including contemporary R&B, neo-soul, and trap soul.

Each subgenre of R&B reflects its own unique stylistic elements and cultural influences. For example, modern R&B often incorporates pop elements and electronic instruments, while neo-soul emphasizes live instruments and socially conscious lyrics. According to Blues Project (2023), R&B has had a huge impact on popular music and will remain a dominant genre for years to come. This adaptability makes R&B a contemporary music that resonates with a wide range of audiences. In addition, the R&B music genre can be used to teach listening skills.

By using different types of songs, such as R&B songs, educators can create engaging and interactive lessons that can capture students' attention while encouraging language development. For example, the rhythm of an R&B song can be a powerful motivator for students, making complex concepts easier to understand and more interesting Harmer (2001).

3. Implementation of using songs in teaching listening comprehension

According to Kurniawan and Rahayu (2020), songs are effective in language acquisition because they improve retention through melody and repetition. The rhythmic and repetitive nature of songs helps strengthen vocabulary and grammatical structures in long-term memory, in accordance with the R&B songs used in this study. This supports Schellenberg and Weiss' (2022) Language-Music Transfer Theory, which states that music education facilitates language processing more than audiovisual media. Similarly, Sari and Putra (2021) found that

music increased cognitive engagement, activated different regions of the brain, and facilitated deeper processing of linguistic input. This cognitive stimulation improves comprehension and memory, which is a strong reason to use songs as teaching aids in listening training.

With this in mind, the application of songs in teaching listening comprehension is an innovative approach, especially when coupled with digital platforms such as YouTube Music. Jiang et al. (2023) found that music-based language learning improved adolescents' language acquisition by 32% compared to a video-based approach. As noted by Rahman et al. (2022), YouTube Music provides a customizable interface for music streaming, allowing users to search for songs and music videos through genres, playlists, and recommendations. With this accessibility, educators can create listening exercises that focus on lyric comprehension to improve students' listening skills.

By implementing YouTube Music for listening lessons, teachers can gain a number of advantages to enhance the learning experience. As YouTube Music is a versatile platform that offers a wide variety of music from different genres and artists. This vast library is an ideal resource for educators and students to find music that suits their learning needs and preferences.

In addition to a diverse selection, YouTube Music also encourages interactive learning through various features to enhance learner understanding and engagement. For example, listening to a song by reading the lyrics can help students understand the context of the song. This feature is especially useful for students who are learning new words and phrases and helps them make connections between the written word and the auditory experience.

In addition, YouTube Music also has customization options that teachers can take advantage of. Teachers can create playlists based on specific learning goals, such as improving native language pronunciation. This feature lets them create playlists that focus on

specific topics or skills, thus providing an individualized approach to music education. The latest update to the platform makes creating and editing playlists more intuitive, making it easier for teachers to customize songs to suit the needs of their students.

Practically, educators can implement listening lessons using songs through YouTube Music by curating a list of songs that suit their lesson objectives. By using songs with clear lyrics and engaging content, teachers can facilitate discussions on language use and cultural context while addressing listening challenges that students may face.

E. Video

1. Definition of Video

Video is a form of audiovisual material that is widely used for language learning, especially listening comprehension. Many studies have agreed that video improves learners' comprehension. This is because videos present more authentic material, such as real-life examples, and motivate learners because the video images distract them from boredom Mirvan, (2013), as cited in Woottipong (2014) and Cakir (2006).

To increase the interest and motivation of students to learn English, learning can be done using appropriate methods, techniques, media, and materials so that students will focus on learning. Video can be a valuable tool through which you can learn different foreign language skills. Muniandy and Veloo (2011) define video as multimedia material composed of verbal and non-verbal visualizations that form multiple images with appropriate narration of the scene.

Harmer (2001) revealed that video can improve simulation not only because it can provide feedback when students can see themselves and evaluate their performance, but also because the presence of video helps make the media more realistic.

Based on the theories above, it can be concluded that videos make a very important contribution to both content and the language learning

process. specifically, it contributes to interest and motivation, understanding language contexts, reference points, or certain stimuli. It is helpful to understand that, for example, general meanings and emotions are usually transmitted through expressions, gestures, and other visual stimuli.

2. Kinds of Video

According to Harmer (2001), there are three kinds of videos that can be implemented in classroom activities:

- a. Off-air programs: programs recorded on TV channels or other sources. These videos can be applied to different course situations and topics, such as prediction, culture, and language use.
- b. Videos from the real world: films about wildlife, comedies, and documentaries. These videos are interesting because they relate to real-world activities and entertain the viewers.
- c. Language learning videos: Most videos are aimed at supporting certain learning activities. That is, the video is used only for a specific purpose, for example, in educational activities, indicating that the subject of the video is the interest of the student. These videos are the easiest for students to create because the language is adapted to being used as a foreign language.

The teacher needs to know the types of videos if they want to use them to teach English, especially listening skills.

3. Implementation of using video in teaching listening comprehension

Video has emerged as a powerful tool in the field of education, especially for improving listening comprehension skills among students. Videos combine visual and auditory elements, making it an effective medium to capture students' attention and improve their understanding of spoken language. This aligns with (Mayer, 2014), Sweller's (2011) Cognitive Load Theory cautions that this dual-channel

processing may inadvertently increase mental effort. The theory posits that when learners must simultaneously process visual information (e.g., gestures, scenery) and auditory input (e.g., dialogue), working memory capacity can become overloaded, potentially diverting attention from core listening tasks. The use of video in teaching has become one of the alternative media considerations in this modern era. This media is easy to find and has a variety of types to be presented to students in learning listening comprehension.

Video is a medium that contains audio and visual elements, so videos can help students in the listening comprehension process because, in addition to listening to oral input, students also negotiate the meaning of visual clues. As said by Harmer (2007), one of the main advantages of video is that students can not only listen to language but can also see it. To support comprehension, videos contain visual clues such as gestures and expressions that allow students to go beyond what they are listening to and also interpret the video in a deeper way. This means that videos can portray situations more vividly than if students only listened to the conversation from the speaker.

Another advantage of video is that the visual aspect of the video can attract students' attention. Rost (2011) states that attention is needed for students to monitor input and store and retrieve messages in the listening process. By incorporating interesting visuals, educators can improve comprehension and retention, making learning more effective and enjoyable for students. This multisensory approach not only captures interest but also facilitates a deeper understanding of the material, ultimately leading to improved academic outcomes.

Among these sources, videos can be found on television, downloaded from the internet, or they can be found on social media such as TikTok. TikTok is an application that allows users to create videos that last about 15 seconds to 10 minutes. According to Bahri et al. (2022), the TikTok application has many supporting features that

can make content more attractive and easier to market. TikTok also provides a wide variety of user-generated content from a wide variety of backgrounds and accents. This gives students a more authentic exposure to English, as it is actually used by native speakers.

The short video format used in TikTok is also creative and can increase student engagement. Learning that is fun and not monotonous motivates learners to be more active in understanding and interpreting the ongoing expressions. According to Ufairah (2021), TikTok app has many advantages and can be a useful tool for English learners to learn 20th century English. This application can also help teachers and students in teaching and learning activities.

F. Previous Study

There are several previous studies related to this research. The first is from Munawaroh (2019). This study is focused on comparing the use of videos and songs in improving the listening skills of students who have low listening ability problems and students who have low listening motivation at MTs Muhammadiyah Metro in the 2019/2020 academic year. This study uses quantitative methods in the form of experimental research. The results of this study indicate that there is a significant difference between the use of videos and songs in improving students' listening skills. In synthesis, the results of this study indicate that the use of videos can improve students' listening skills, while the use of songs does not have a significant effect in improving students' listening skills.

The second previous study was conducted by Ananda (2019). The focus of this study was to compare video and audio as learning media in listening comprehension for students at the third level in the literal level of understanding. This study aims to determine the significant difference between students' listening comprehension using video and audio and identify better media between video and audio on students' listening comprehension in the English Education Department. The method used in this study is the quantitative method with comparative research design. The

results of this study resulted in the conclusion that the use of video as media on students' listening comprehension is better than using audio, especially for students of the English Education Department.

The third previous study was conducted by Trinawaty (2018). The focus of her research was Comparing the Effectiveness of Audio and Video Materials in Listening Comprehension. The main purpose of this study was to compare the effectiveness of audio and video materials in students' listening comprehension. The method used in this research is experimental research using a quantitative approach. Based on the results of the study, it was found that there was no significant difference between the pretest and posttest results of students after getting different methods of both video and audio.

The fourth previous study was conducted by Putri and Wijaya (2020). The focus of this study is to see if there is a significant difference in the achievement of students' listening skills after being taught by using songs and those taught by using animated videos and finding better media for learning listening skills. In this study, researchers used quantitative methods with a quasi-experimental design using a two-group pretest-post-test. The results showed that there was a significant difference in the achievement of students' listening skills between students taught with songs and students taught using animated videos. From the results of these data, teaching listening through songs has a more significant effect on improving students' listening skills.

The fifth previous research was conducted by Dwy et al. (2021), with a research focus on comparing the use of Netflix and JOOX as media in improving the listening skills of Muhammadiyah 1 Unismuh Makassar High School students, especially class XI IPA I and XI IPS I students. The study method used in this research is quantitative with experimental research. The results showed an increase in students' listening achievement by using JOOX and Netflix. This proves that both media can improve student achievement in listening comprehension.

Previous studies have collectively shown that video and audio materials from various platforms can effectively serve as media to improve listening comprehension. Notably, there are gaps in the existing literature. First, previous research has mainly examined generic video and audio materials without focusing on specific platform such as TikTok videos and YouTube Music songs, which students increasingly use in their daily lives. Second, findings on whether songs or videos are more effective remain inconsistent, possibly due to variations in material selection and study design. Third, none of the previous analyzed these media through the lens of Information Processing Theory (IPT), which could explain how their distinct features such as a song's rhythmic repetition or a video's visual scaffolding affect cognitive processes like encoding, working memory load, and long-term retention.

The novelty of this research lies in its examination of specific, platform native materials song "Here With Me" by David from YouTube Music, which was selected for its 70 BPM tempo and repetitive lyrics to enhance phonological encoding, and video "Together" by catemtp from TikTok, which was selected for its real-world context and visual support while applying IPT to uncover how each medium optimizes listening comprehension. By bridging cognitive theory with modern digital platforms, this study not only addresses gaps in media selection but also provides educators with evidence-based strategies for leveraging students' existing media habits in language instruction.

This study used the song "Here With Me", performed by David, which can be accessed through YouTube Music, as a medium to improve listening comprehension. Categorized under the R&B genre with a slow tempo, the song offers a poignant backdrop for exploring auditory experiences among learners. Specifically, the analysis employs a real-world interpretation of the song provided by a TikTok user named Catemtp, focusing on themes related to aging and friendship. Employing a quantitative approach with a experimental design, this study aims to

investigate whether there is a significant difference between the use of songs and videos on the listening comprehension of SMP Negeri 2 Gurah students. By examining these elements, the researcher seeks to better understand how materials or media affect educational outcomes in terms of listening learning among high school students.