

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a description of the theoretical framework used in the research. It discusses the definition of speaking skill, problem in learning speaking and assessing speaking. Then, it discusses the definition of listening skill and assessing listening. It also discusses the theoretical framework of intensity of listening, trending English songs. In the end, it also discusses the previous studies.

A. Speaking Skill

Based on some studies, this section discusses about the definition of speaking skill and also problems in learning speaking.

1. Definition of Speaking Skill

Speaking skill is a fundamental component of language learning that enables individuals to communicate, share information, and express ideas and feelings effectively. According to Thornbury (2005), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This highlights that speaking skill is not only talking or producing words. Similarly, Mart (2012) defines speaking as being capable of speech and expressing or exchanging thoughts through language, emphasizing the ability to articulate thoughts clearly. Taken together, these ideas show that speaking skill is a complex skill that is not only producing word, but also deliver and receiving the information focusing on expressing and exchanging thought.

Adding to the complexity of speaking as a language skill, Bygate (1987) distinguishes between two important aspects of speaking: the motor skills involved

in producing sounds and the interactional skills required to manage conversations. This distinction indicates that speaking is not only related to linguistic competence but also involves social and interpersonal abilities in communication. In line with this view, Brown (2004) describes speaking as a productive skill that can be directly and empirically observed through learners' oral performance. However, Brown also notes that the assessment of speaking may be influenced by the listener's interpretation and judgment, which can affect the reliability of oral evaluation. Taken together, these perspectives highlight that speaking is a complex skill that involves both the ability to produce language accurately and the ability to interact effectively in communicative situations.

Speaking skill, therefore, encompasses the ability to convey messages confidently and coherently, adapting language use based on context, audience, and purpose. It requires not only linguistic proficiency but also an understanding of non-verbal cues, cultural norms, and interaction patterns that contribute to successful communication. Based on its importance in language learning, speaking skill is often associated with various forms of language exposure, including listening to English songs. Exploring how the intensity of such listening relates to students' speaking ability provides valuable insight into their language learning experience.

2. Challenge in Learning Speaking

Students face various interconnected challenges in developing English speaking skills, which can be broadly categorized into linguistic, psychological, and practical problems.

Linguistic challenges are fundamental barriers that directly impact performance. These include having a limited vocabulary, a lack of fluency, making grammatical errors, and struggling with pronunciation. According to Jaya et al. (2022), these issues often stem from insufficient practice and low participation in speaking activities. This indicates that students who rarely engage in active speaking practice tend to experience greater difficulty in developing their speaking competence.

Moreover, linguistic deficiencies often lead to significant psychological barriers that hinder students' speaking performance. Many learners experience anxiety, shyness, low self-confidence, and a fear of making mistakes when speaking in a foreign language. Leoni et al. (2023) identify these challenges as common among senior high school students, indicating that psychological factors frequently accompany linguistic limitations. Aligned with this, Ur (1996) refers to this condition as inhibition, a situation in which learners are overly concerned about being judged or making errors in front of others. This lack of confidence may be further intensified by low motivation, weak self-belief, negative reactions from peers, and discouraging feedback from teachers. Together, these factors can significantly reduce students' willingness to participate in speaking activities.

Finally, students also encounter practical and social challenges both inside and outside the classroom that hinder the development of their speaking skills. Jaya et al. (2022) note that many students experience difficulties practicing English beyond formal lessons and often struggle to fully engage in speaking activities during class. This problem is closely related to what Ur (1996) describes as the situation in which

learners feel they have “nothing to say,” meaning that they lack sufficient ideas, knowledge, or confidence to contribute to a discussion. Together, these findings suggest that limited opportunities for practice and a lack of meaningful topics can significantly reduce students’ participation in speaking activities.

In summary, the linguistic, psychological, and practical challenges students face are deeply intertwined. A lack of vocabulary (linguistic) can fuel anxiety (psychological), leading to silence in class (practical). Thus, exploring external factors that may help reduce these barriers, such as students’ intensity of listening to English songs as an alternative form of language exposure, is essential to understand how such activities relate to their speaking ability.

3. Assessing Speaking

Assessing speaking is a crucial component of language learning evaluation, as it measures a student's ability to communicate effectively in real-world situations. According to Brown (2004), speaking is a productive skill that can be directly observed; however, its assessment depends on various linguistic and communicative factors, including fluency, pronunciation, grammar, vocabulary and comprehension. Given the interactive nature of speaking, assessment tasks must be designed to capture spontaneous and authentic language use. To ensure both reliability and validity in this process, Hughes (2003) highlights that speaking assessments should use structured rubrics to evaluate different aspects of oral performance. Together, these views suggest that reliable speaking assessment requires clear criteria that measure multiple components of speaking ability in a consistent and objective manner.

Effective speaking assessments require tasks that mirror real-life communication and involve genuine interaction. Chalhoub-Deville (2003) argues for a task-based approach where assessments, such as interviews, discussions, or role-plays, require students to process and respond to auditory input in real-time, thus reflecting authentic communicative competence. The integration of listening is essential here. In their analysis of factors influencing speaking, Leong and Ahmadi (2017) confirm that listening skills are critical, as comprehension of auditory input provides the foundation for language production. This aligns with research by Bozorgian (2012), who found that listening comprehension significantly impacts speaking proficiency. The connection is further supported by studies indicating that students who frequently listen to English songs demonstrate improved speaking performance.

In conclusion, assessing speaking requires a comprehensive approach and a well-designed speaking assessment should utilize structured rubrics and implement authentic, interactive tasks like role-plays and interviews that measure how well students can engage in real-life communication. In relation to this, this research assesses students' speaking ability using structured rubrics adapted from Brown (2004) with a modification and refinements to fit the research objectives. Moreover, the topic of speaking was chosen based on the condition of the sample and the research objectives where students were asked to perform monologic speech about their favourite song. This topic was chosen because students usually engaged in song in their daily activity.

4. Components of Speaking Skill

Speaking ability is widely recognized as a multidimensional skill that requires the integration of several linguistic and communicative components. Scholars agree that effective speaking is not determined by a single factor but by a combination of abilities that enable learners to convey meaning clearly and interact appropriately in communication. According to Brown (2004), speaking performance can be evaluated through several aspects such as pronunciation, fluency, grammar, vocabulary, and comprehension. Similarly, Scott Thornbury (2005) argues that speaking competence involves both linguistic knowledge and the ability to process language spontaneously in real-time communication. These perspectives indicate that speaking proficiency reflects the integration of multiple skills that work together to support meaningful communication. Therefore, researcher used those key concept of speaking ability based on Brown's theory including pronunciation, fluency, grammar, and vocabulary.

One important component of speaking skill is pronunciation, which refers to the ability to produce speech sounds clearly and accurately so that listeners can understand the intended message. Pronunciation includes several features such as stress, rhythm, and intonation. Jeremy Harmer (2007) emphasizes that pronunciation plays a crucial role in intelligibility because even when grammar and vocabulary are correct, inaccurate pronunciation may lead to misunderstanding. Likewise, Thornbury (2005) explains that effective communication requires speakers to produce sounds in ways that listeners can interpret easily. These views

suggest that pronunciation is not merely about sounding like a native speaker but about ensuring that speech is understandable in communication.

Another essential component of speaking skill is fluency, which refers to the ability to speak smoothly and continuously with minimal hesitation. Fluency reflects how naturally learners can express their thoughts during spoken interaction. Thornbury (2005) explains that fluent speakers are able to produce language spontaneously without excessive pauses while maintaining the flow of communication. Similarly, Brown (2004) notes that fluency involves the capacity to maintain speech at a natural pace while organizing ideas in real time. Together, these perspectives indicate that fluency is a key indicator of speaking proficiency because it reflects the speaker's ability to manage both language production and communicative interaction simultaneously.

In addition, grammar plays a crucial role in speaking ability because it allows speakers to construct meaningful and structurally accurate sentences. Grammar provides the framework that organizes words into coherent messages. Brown (2004) states that grammatical competence enables learners to convey meaning accurately and avoid ambiguity in communication. Likewise, Harmer (2007) explains that appropriate grammatical usage helps speakers produce sentences that are both understandable and logically structured. Therefore, grammar supports clarity and precision in spoken communication by guiding how ideas are formed and expressed.

Another important aspect of speaking ability is vocabulary, which refers to the range of words that learners can use to express their thoughts and ideas. A broader

vocabulary enables speakers to communicate more effectively and convey more specific meanings. Harmer (2007) highlights that vocabulary knowledge is fundamental for communication because learners often struggle to express their ideas when they lack the necessary words. Similarly, Thornbury (2005) notes that vocabulary plays a central role in spoken communication because it provides the linguistic resources that speakers need to express meaning. These perspectives suggest that vocabulary mastery allows learners to participate more actively and confidently in speaking activities.

Finally, the last component in speaking ability is organization of ideas which refers to the ability to present thoughts in a clear, logical, and coherent manner during spoken communication. Originally, according to Brown (2004), speaking performance can be assessed through several components, including pronunciation, fluency, grammar, vocabulary, and comprehension. The comprehension component is typically used to evaluate a speaker's ability to understand questions and respond appropriately in interactive speaking tasks. However, in speaking activities that are monologic rather than dialogic, this aspect may not be directly observable because learners are not required to respond to an interlocutor.

In such contexts, the clarity and logical arrangement of ideas become more relevant in evaluating speaking performance. The ability to produce coherent and connected spoken discourse has long been recognized as an important indicator of speaking proficiency (Bachman & Palmer, 1996; Luoma, 2004; Fan & Yan, 2020). Similarly, Fulcher (2014) emphasizes that coherence and cohesion are central elements of communicative competence, particularly in extended speech where

speakers must organize their ideas clearly without support from an interlocutor. Therefore, organization of ideas can be considered an appropriate component for assessing speaking performance in monologic speaking tasks, as it reflects the speaker's ability to structure and convey ideas effectively.

Based on these perspectives, speaking ability in this research can be understood as a multidimensional construct that includes pronunciation, fluency, grammar, vocabulary, and organization of ideas. These components represent essential aspects of effective oral communication used as criteria in speaking assessment. For this reason, the present study evaluates students' speaking performance using these five components in order to provide a comprehensive measure of their speaking ability.

B. Listening Skill

Based on some studies, this section discusses about the definition of listening skill and also the correlation between listening and speaking skill.

1. Definition of Listening Skill

According to Brown (2004), listening is a receptive skill that allows learners to comprehend spoken language and interpret its meaning. Effective listening involves understanding sounds, words, and grammatical structures while also recognizing context, tone, and intention. In language learning, listening enhances pronunciation, vocabulary acquisition, and comprehension, enabling students to model correct language use. Listening skill plays a critical role in language acquisition as it serves as the foundation for developing other language skills, especially speaking.

Alzamil (2021) highlighted that listening is considered both essential and challenging. The study revealed that although students viewed listening and speaking as the most important language skills, listening was regarded as the most difficult. Factors contributing to this difficulty included the speaker's speech rate, pronunciation, limited vocabulary, and lack of background knowledge. Despite these challenges, students expressed positive attitudes toward improving their listening skills, emphasizing the importance of consistent exposure and practice.

Moreover, listening promotes active engagement, critical thinking, and cultural understanding, all of which contribute to improved communication skills. Therefore, exploring the relationship between the intensity of listening activities and students' speaking ability becomes important to understand how frequent and focused listening experiences support effective oral communication.

2. Listening and Speaking Correlation

The relationship between listening and speaking skills is significant, as the development of one often supports the improvement of the other. Listening provides the necessary language input that learners need to produce spoken language accurately and fluently. Effective listening helps learners understand pronunciation, intonation, and natural speech patterns, which are essential for clear verbal communication. Improving listening skill is a way to improve speaking skill.

A study conducted by Zuhri et al. (2023) found that there is a positive correlation between listening proficiency scores and speaking improvement scores. This finding indicates that stronger listening ability is closely related to enhanced speaking performance. The correlation suggests that learners who engage more in

listening activities tend to develop better speaking skills because they become familiar with how language is used in different contexts.

Based on this interconnection, it becomes relevant to explore how specific listening activities contribute to speaking performance. One such activity is listening to English songs, which provides authentic language input through natural pronunciation, rhythm, and vocabulary used in real contexts.

C. Trending English Song

Trending English songs refer to contemporary musical compositions in English that gain widespread popularity, especially among young people. These songs are often characterized by catchy rhythms, relatable lyrics, and modern themes that reflect current social and cultural contexts. Unlike non-trending English songs, which may not reflect current issues or vocabulary, trending songs introduce listeners to updated idioms, slang, and colloquial expressions while providing cultural insights that enhance language comprehension. As Shen (2009) emphasizes, songs possess cultural richness and expressive value, making them effective resources for language learning because they combine entertainment with linguistic input.

For language learners, trending English songs can be particularly engaging because repeated listening allows learners to unconsciously internalize English sounds, rhythm, and vocabulary, which may support improvements in comprehension and pronunciation (Listiyarningsih, 2017). Several recent studies have also demonstrated the educational benefits of using English songs in language learning. For instance, Supriyani and Fatin (2025) found that integrating English

songs into classroom activities significantly improved students' listening comprehension and learning motivation. Similarly, Anggreni et al. (2023) reported that the use of English songs, such as those by Taylor Swift, enhanced students' vocabulary mastery and contributed to the improvement of listening skills. In addition, Alfa Rezi et al. (2024) revealed that students' engagement with viral English songs on digital platforms like Spotify positively influenced their listening proficiency. Taken together, these findings suggest that exposure to popular and trending English songs can provide meaningful linguistic input and motivate learners, thereby supporting the development of language skills.

Beyond linguistic gains, songs can also lower learners' affective filter, reduce anxiety, and promote classroom togetherness, thereby creating a more conducive learning atmosphere (Lems, 2005). Considering these advantages, trending English songs was chosen in this study because it provides authentic and enjoyable listening input that learners frequently engage with in their daily routines. Its popularity among students makes it an effective medium for exploring how the intensity of listening relates to students' speaking ability as part of their natural language exposure process.

D. Intensity of Listening

Intensity of listening can be understood as the degree of effort, concentration, and temporal investment that learners dedicate to auditory activities. Teixeira et al. (2022) define intensity as the level of exertion applied to an activity, which shapes how enjoyable or challenging the experience feels depending on individual preferences and tolerance. In the context of listening, this concept goes beyond the

act of simply hearing sounds; it emphasizes the quality of engagement learners bring to the process. Robbins and Hunsaker (2012, as cited in Dersa, 2023) highlight intensity as a key element of active listening, noting that students must listen with empathy, trust, and focus in order to fully comprehend spoken messages. This perspective underscores that listening intensity is not only a matter of repetition, but also involves the learner's motivation, interest, and intentional concentration.

A major aspect of intensity lies in the attentional effort listeners invest during auditory tasks. Research in psycholinguistics shows that listening under challenging conditions, such as background noise or complex speech, requires higher levels of cognitive resources, which can be observed through measures like pupil dilation or task performance (Colby & McMurray, 2021). Johns et al. (2024) further demonstrate that attention mobilization modulates listening effort, suggesting that the depth of concentration directly affects comprehension and retention. Similarly, Peelle (2018) argues that listening effort reflects the cognitive consequences of acoustic challenges, emphasizing that effective listening requires both mental energy and sustained focus. Winn (2021) also points out that listening effort is distinct from intelligibility scores, as two individuals may correctly interpret the same message but differ significantly in the cognitive load required, with higher effort often linked to deeper processing of the input.

According to Dersa (2023), intensity can be measured through three interrelated sub variables including frequency, duration, and attention. Frequency refers to how often learners engage in an activity, duration relates to how much time they dedicate to it, and attention concerns the mental focus they apply during the

process. When applied to the context of listening, these dimensions determine how effectively learners process and internalize auditory input. In this study, listening intensity refers to how frequently students listen to English songs, how much time they spend during each listening session, and how attentively they focus on the lyrics and meaning of the songs. The combination of these three elements provides a comprehensive picture of learners' engagement with English auditory material, offering a more accurate measure of how listening behaviors might relate to speaking ability.

Taken together, these perspectives show that the intensity of listening involves a combination of frequent practice, sufficient time investment, and concentrated cognitive effort. Learners who engage often, for longer periods, and with deep focus are more likely to achieve improvements in listening comprehension, vocabulary acquisition, and overall proficiency. Thus, listening intensity functions as both a quantitative and qualitative dimension of language learning, shaping how learners process, internalize, and retain auditory input.

E. Previous Studies

In this section, researcher presents some previous studies to strengthen the basis of this research.

First, study by Hasan (2022) with the title "The Correlation Between Listening Comprehension and Speaking Ability Among EFL Students". This research was conducted at the English Department of Pattimura University, with the participants being 40 final-year students selected to represent the EFL context. This study aims to examine the correlation between students' listening comprehension and their

speaking ability. The results showed a positive and significant correlation ($r = 0.608$), indicating that stronger listening comprehension is associated with better speaking performance (Hasan, 2022). While Hasan's research examines the general listening and speaking skill, it does not focus specifically on listening to English songs or the intensity of listening to English song.

The second previous study by Dhanyssa et al. (2023) with the title "The Correlation Between Students' Habit in Listening to English Pop Song and Their Speaking Skill" conducted in SMAN 1 Bukit Sundi in 2023. This study tries to examine the correlation between similar variables, but in this case, Dhanyssa (2023) specify the variable X (independent variable) using 'Listening Pop song habit'. This study is Quantitative study using correlational design. The participants are 32 students of SMAN 1 Bukit Sundi in 2023/2024 academic year. The result finds a weak but positive correlation (Pearson correlation coefficient $r = 0.361$, r -table = 0.349). Moreover, listening to English pop songs helped students become more familiar with new vocabulary and enhanced their listening and speaking proficiency.

The third previous study was carried out by Febrian et al. (2022) entitled "Students Habit of Listening English Song and Their Speaking Skill as Correlative Research." This study was conducted at MTs Amaliyah Cibinong during the academic year 2021/2022, with 44 eighth-grade students selected through random sampling. Using a descriptive quantitative method with correlational analysis, the research examined the relationship between students' listening habits and their speaking skill. The results showed that the correlation coefficient was $r = 0.876$,

which was higher than the r-table value of 0.297, and the determination coefficient was 76.74%. This means that students' habit of listening to English songs contributed 76.74% to their speaking skill, indicating a strong and positive correlation between the two variables.

The fourth previous study by Putri (2022) with the title "The Relationship Between Students' Frequency of Listening to English Songs and Their Speaking Achievement" conducted in 2022 try to examine the correlation towards the relationship between students' frequency of listening to English songs and their speaking achievement. This is a Quantitative study using correlational design. It turns out, the result of the study found the correlation coefficient was 0.103, indicating a very low correlation between the frequency of listening to English songs and speaking achievement. Moreover, hypotheses testing revealed that the null hypothesis (H0) was accepted, meaning there was no significant relationship between the two variables. In other words, students' frequency of listening to English songs does not necessarily enhance their speaking ability.

Based on the literature review above, researcher find a gap where study of correlation between the intensity of listening to English songs and student's speaking ability have not examined yet. Those previous study only examined the correlation between habit in listening English songs, or merely frequency of listening English songs. However, present study tries to examine a more complex term which is intensity of listening, rather than just frequency or habitual activity in listening English songs.