CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theoretical frameworks that are related to this research. This chapter includes some theories of Listening skills, English podcast, spotify and previous studies to support the research.

2.1 Listening Skills

Listening is the ability to receive and translate messages accurately in a communication process or it can be said that "Listening is not only to hear something, but also to understand the meaning of the message". According to Nunan (2003) in Yusninda et al (2017), "listening is the process of deciphering the sounds heard from phonemes into a complete text". It means that in listening activities there is a sound parsing process which consists of different or similar-sounding languages. Rost (2002) in Syahabuddin et al (2021), "describes listening as a process of hearing what the speaker says (receptive orientation); constructing and reflecting meaning (constructive orientation); negotiating meaning with the speaker and reacting (collaborative orientation); and generating meaning through interaction, creativity, and empathy (transformative orientation)." It means listening using the listener's heightened sensitivity to understand the meaning of what has been said.

Keihiyan (2013) argues that listening skills are the main language skills, because this is used by students to develop language systems at various levels which can build a foundation for listening skills that are more fluent than before. According to Wisra (2018) there are four elements in listening skills:

a. Ability to Focus : this ability focuses on two things: focus on the student's ears used to listen to audio and focus on the student's eyes to read and match the text with the audio.

b. General comprehension : students can understand and capture the main idea of the content of the ex listened to.

c. Listening for Details : students focus on listening and involve understanding specific information content.

d. Answer Accuracy : the accuracy of answering is seen from the student's ability to answer the task with the correct answer by involving text comprehension and vocabulary.

Michael Rost (2011) states that there are many types of listening skills:

a. Intensive; this focuses on phonology, syntax, and lexis. Students are focused on paying attention to what text is being said.

b. Selective; students focus on the main ideas and understand the key information.

c. Interactive; students actively interact verbally with others to find information.

d. Extensive; students focus on listening continuously to the information given.

e. Responsive; students respond and give opinions from the information on the given content.

f. Autonomous listening; students focus on managing their own abilities by choosing their own extracts and tasks, monitoring their own progress; deciding their own patterns of interaction with others.

2.2 Teaching Of Media

In Abdulrahman et al (2018), the development of technology has provided many variations of current learning and teaching models. The development of technological devices in teaching and learning activities in classrooms brings portability which will create opportunities for more efficient time for students and teachers. Additionally, the integration of technology in the EFL classroom helps students to increase their motivation and confidence especially in listening skills.

Additionally, modern information and communication technology (ICT) brings an approach with a new concept of educational development. In Stanca et al., (2014), ICT has become an important role in the changes of modern society, as well as the way people live, work and learn. Media and technology are interrelated elements and help to facilitate learning to be more creative and reliable (Andriyani et al., 2022). There are many ways to teach listening skills, and they can be technology-based where educators/teachers integrate technology to convey certain topics. Learning that uses technology can be used as an interactive learning media

for students. The use of technology as a medium for teaching listening skills is beneficial because it helps relieve and reduce teacher time to review and carry out lessons and prepare in a short time. Teaching listening skills using media helps students connect with what they already know or have ideas and understand it better.

There are many types of interactive media that can be implemented in teaching English listening skills. By using interactive media teaching materials, students can be motivated to learn, because they can listen to audio, watch videos or see text, animation and graphics simultaneously. In addition, according to Brown (2000) teaching means helping someone to learn how to do something, guiding someone in learning something, and also equipping someone with knowledge. One of the main principles of teaching listening is that language material should be intended to be used for listening comprehension training and should not be presented visually beforehand. Therefore, listening to audio is a great tool to achieve this goal (Abdulrahaman et al., 2018). After that, the teacher can provide interactive teaching media to increase students' motivation towards teaching English on their listening skills. From this it can be said that teaching media is needed by students to find out the impact of its use after being given English teaching in listening skills.

2.2.1 Podcast

According to Erben et al (2018) Podcasts is a digital audio file that can be used to improve students' listening skills and can be found on the internet. It can be listened to on a computer, MP3 player, or cell phone. The prefix pod comes from the expression play on demand" while the words pod and cast come from the words iPod' and broadcast'. People can subscribe, download, and listen to existing podcasts or listen to podcasts online. Moreover, they can also create their own podcasts. The important point is that podcasts provide English language learners with unlimited opportunities to listen to native languages including English spoken in a variety of ways. Podcasts designed for language learning include conversations, vocabulary, culture, grammar tips, idioms, etc.

2.2.2 Audiobooks

The development of digital media in the modern era has changed the method of delivering learning material, one of which is audio books used in English teaching methods on listening skills. According to Karta et al (2011) audio books have been used by academic institutions and/or schools as introductory classes to provide students with an overview of the topics they will study. Audio books are also referred to as audio recordings of books that are read aloud and are available in various forms such as electronic files, CD barcode scans, or DVDs (Rizal et al., 2022). Students can listen to the material or answer practice questions while reading it. Now many educational institutions or schools are inserting audio books as a method of teaching English for listening skills, so students can listen to sounds from reading books through electronic files that have been provided in the textbooks.

2.3 Kinds of Podcasts

According to Gumilang (2020) There are various types of podcasts that can be applied by teachers in the classroom:

a. Authentic podcasts: Podcasts that are not aimed at ELT students can often be a rich source for listening or are created by non-native English speakers and their duration (5-10 minutes) makes them ideal for use with classes.

b. Teacher podcasts: These podcasts usually aimed at helping students learn are created by teachers producing listening content that is not available elsewhere, or that gives a local flavour.

c. Student podcasts: These podcasts are produced by students and still use teacher assistance.

d. Educator podcasts: Podcasts that are recorded live (webcasting) used in education over the free Internet and then provided as podcasts.

Besides, there are many types of podcasts application that can be used as English listening lessons. One of the well-known internet platforms to access some podcasts is Google. According to Rafidah et al (2018) stated that Google has provided millions of credentials or source-verified applications with educational organizations such as the British Council, Spotify, Joox, and other applications. The

application can be downloaded via Google Playstore. In addition, there are many variations of features contained in the application, for example, to access songs, listen to audio and video podcasts, and create podcasts to upload in the application. Many topics are available in podcasts in the application, for example education, management, narrative stories, and many more.

2.3.1 British Council Podcast Application

The British Council is an application for learning English through films, podcasts, games and quizzes. This application can be downloaded via Google playstore, Apple store and windows Phone store which focuses on listening ability. There are several features in this application, the most important of which are audio and scripts regarding several general topics which can be downloaded for free and played offline, besides that there are also tips for learning English (Agarid et al., 2018). The podcast contained in the brittish council has several themes, but to reach many themes you are required to take online and paid courses. So, the use of the podcast is still limited.

2.3.2 Joox Podcast Application

According to Bien (2016) states that this application is the largest music streaming application in Asia including Hong Kong, Malaysia, Myanmar and Indonesia which was founded in January 2015 by Tencent. In addition, there are also several features such as digital music that provides lyrics, podcasts and karaoke. Joox can be downloaded through the Google Play Store and Apple Store, besides that this application can be listened to digitally wherever we are. However, this application has less users than streaming music and podcast applications due to the lack of a wide variety of podcast topics available in these applications.

2.3.3 BBC learning English Podcast Application

The BBC English Learning App is one of the technological tools to learn a foreign language and master it because it saves time in all conditions. Through this application, learning English can be done flexibly and almost everyone can learn a foreign language from home or another place they like without feeling nervous when they make mistakes (Khashan et al., 2023).

This application has several podcast topics that are currently popular or discussed. This application can be accessed from the Google Play Store, Apple Store, and also the website. The BBC English learning app has been providing English courses since 1943 offering audio, video and text materials to students worldwide. Apart from that, the available features are online English learning courses, but unfortunately many of these features are paid, so the free ones are only the podcast feature, which is the topic of the latest daily news from around the world.

2.4 Podcast on Spotify in Learning English

Podcasts utilize sound, which is the most influential tool for engaging audiences quickly (Syahabudin et al., 2021). This will certainly provide developments in the English learning process, where students are given the flexibility anytime and anywhere to learn at their desired learning ability. So, podcasts can be used as a series of sound files that contain educational information in a comprehensive way to improve students' abilities to an advanced level.

Spotify is an application that includes one of the digital music streaming services, podcasts, and videos that provide listeners with access to millions of songs and other content from singers and artists around the world (Andriani., et al 2018). SPOTIFY was launched on October 7, 2009 which was founded by Daniel Ek and Martin Lorentzon in Sweden on April 1, 2006. Spotify has features that are available on various devices, including computers, phones, tablets, speakers, TVs, and cars (Andriani et al., 2018). From this, students can easily move from one device to another with Spotify Connect (one of the Spotify features) to be used in a lesson. Through Spotify, students and teachers can access listening lessons easily which can be used anytime and anywhere. Moreover, students nowadays have their own gadgets, such as computers, phones, tablets, speakers, etc.

The way to access Spotify is very easy. Previously, it was explained that Spotify can be accessed through websites, gadgets, television, car radios, and other technologies. If it is used in learning, it can be accessed through the website and applications through handphone. Students can install Spotify from their respective handphone via google play and apple store. Spotify has many features that can be used especially in learning activities. Teachers can use several albums of English

songs and English podcasts to improve students' listening skills. There are many topics available in Spotify podcasts, especially educational topics in the form of English learning. According to Salsabila et al (2021) stated that Spotify is a learning application in the form of podcasts or audio listening that is in demand by many people, besides that it does not need a large smartphone memory to store podcasts, because songs are played directly from internet cloud storage which makes the number of songs unlimited.

2.5 Previous Studies

Three previous studies have investigated the effect of using English podcast Spotify for students. Saragih et al (2022) has studied the Ability to Teach Listening Through Podcasts using qualitative research methods using a sample of 32 high school class XI students. This study uses questionnaires and interviews by students in collecting data. From the results of research observations, it is stated that podcasts are included in media that have an influence on students' learning processes related to listening skills. In addition, students have motivation in learning listening skills in English.

Secondly, Ihsan et al (2021) uses qualitative research which is student responses in listening courses through the use of podcast media. The sample used in this research was TBI (English Education Department) semester 2 students of 67 students from 3 classes and data were collected using student interviews. The results of this study conclude that listening learning through podcast media has a good influence and response to students which is used when online learning.

The last previous study by Samosir (2021) whose uses qualitative research methods. This research was conducted on students using qualitative research media where the data was collected through interviews and observations. Based on the results of the study, students showed a positive response to listening learning which was carried out through podcast media during online school activities. Podcasts are stated to be able to increase students' interest in listening skills.

From the three previous studies it can be concluded that podcast media can increase students' interest in listening skills and have a positive influence on students. In addition, the difference between this study and previous research is that the use of podcast media has developed by using applications that are flexible under

any conditions. This study uses the Spotify application as a podcast media to find out whether there is an effect on students' listening skills. In addition, the purpose of this research is to prove and investigate that using podcasts in English as a tool to improve listening skills is more effective than other media.