CHAPTER 2
LITERATURE REVIEW

In this chapter, the researcher will discuss and clarify the key topics covered in this study. This chapter provides a detailed presentation of the theoretical framework as well as a review of relevant research studies. In the theoretical framework, the researcher presents several sub-points, such as The Definition of Listening, Autonomous Listening, English Songs, The Benefits of Listening to Songs, and Students' Perceptions. These sections are intended to lay a solid foundation for understanding the role of songs in English listening development. Furthermore, in the section on relevant research studies, the researcher will present previous studies that are relevant to and support the current study. The following sections will go into greater detail about these topics, providing a thorough overview of the study's theoretical and empirical foundation.

A. Definition of Listening

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. Mailawati (2022) defined listening as the capacity to recognize and comprehend the words of others. Listening is one of the creative abilities. According to Rivers (1978), listening is a creative ability. It means that once we understand the sound that is falling on our ears, we can create meaning out of the raw material of words, word arrangements, and voice inflections. Additionally, he says that listening skill is the ability to listen with appreciation, comprehension, and focus. Understanding the pronunciation, context, and meaning of the speaker is all part of the active process of listening, according to Meutia (2014). Then, listening exercises must incorporate language skills like reading, writing, speaking, pronouncing words correctly, and vocabulary acquisition. When we listen, we must recognize speech sounds and turn them into words and sentences. It takes a complex process to listen. Rivers (1978: 63) defines that listening is a complex process that integrates the various aspects of language knowledge and perception in ways that are currently poorly understood.

The theories mentioned above bring about the conclusion that listening is an active process that involves understanding the meaning, context, and pronunciation of the speaker. According to Underwood (1989:1), listening is the process of paying attention to the speaker and attempting to make sense of what is being said. To benefit from listening instruction, students must be able to pay attention, comprehend, evaluate, and draw conclusions from the information they hear. Meutia (2014) defines that listening is an active process that includes understanding the speaker's pronunciation, context, and meaning.

Rahman et al. (2018) stated that listening is an active, complex, and conscious activity in which listeners analyze, interpret, comprehend, and respond to their peers. Listening requires good cooperation between the ears, which listen to the counterpart's sound, the eyes, which observe the counterpart's gestures while speaking, and the brain, which processes the messages received. In addition, people in everyday life listen to a variety of sound sources, including music, radio, television, video, podcasts, and many others. Listening, according to Brady-Myerov (2021), is just one of the many ways people learn and receive information. As a result, listening is regarded as an essential skill in one's life, particularly in social situations. Furthermore, Brady-Myerov (2021) stated that having good listening skills will allow us to be more empathetic, better at reading and learning, and maintain positive personal and interpersonal relationships.

There are two types of factors that influence individuals' listening comprehension: internal and external. Samuels (as cited in Kotorowicz-Jasińska, 2020) identified internal and external factors affecting listening ability. Internal factors include intelligence, language facility, background knowledge and schema, speech registers, awareness of contextual influences, metacognitive strategies, kinesics, and motivation. External factors include the discussion topic, the speaker's understanding of the audience's needs, clarity and speaker effectiveness, and context.

Underwood (1990: 15) stated that listening to English presents several difficulties: listeners are unable to hear what speakers are saying since they are unable to manage the speed at which individuals are communicating, if you are

listening without having the chance to ask the speaker to repeat or further explain their message, having trouble mastering new words and misinterpreting what speakers are trying to say when they send communications.

In conclusion, listening is a dynamic and complex process that requires attention not only to the words spoken but also to how they are conveyed through language, voice, and body language. According to scholars, listening is the ability to recognize, comprehend, and interpret spoken language, making it a creative skill that enables people to construct meaning from speech sounds, word arrangements, and vocal inflections. Comprehension, focus, and appreciation are required for effective listening, which includes language skills like reading, writing, speaking, pronunciation, and vocabulary acquisition. Listening is also a cognitive process that requires several sensory and mental functions. To correctly interpret messages, the ears, eyes, and brain must all work together.

B. Autonomous Listening

The term "learning" is not limited to educational settings where learners only obtain knowledge from their teachers. But learners may also look into more extensive material where they can oversee their learning outside of the classroom, at any time, or any place. Therefore, this is referred to as autonomous learning. Autonomous listening activities are one of the functional strategies to improve listening fluency because the items listened to are simple and entertaining. Autonomous listening is the ability of students to manage and direct their listening activities without relying on external guidance from teachers or structured classroom settings. This concept is especially important in language learning, where students are encouraged to take control of their listening practice in order to improve comprehension and language skills. Mei-ying (2012) stated that the use of autonomous listening models in educational settings has been well received by students, resulting in improved listening comprehension and multiliteracies. These models encourage students to use strategies and take ownership of their learning outcomes. Autonomous listening activities encourage students to listen with pleasure. Autonomous listening is listening on its own initiative without direct

supervision from the teacher. Rost (2015) defines that autonomous listening as a self-directed listening activity in which students select what they want to hear, react however they see fit, ask for feedback on their understanding, and keep track of their advancement. All forms of hearing such as intense, selective, extensive, interactive, and responsive listening can be categorized as autonomous listening. Autonomous listening is a teaching strategy where students are actively involved in their learning process. In line with that, Zulaihah and Harida (2017) clarified that an autonomous learner takes charge of their education by identifying their goals and needs for learning, selecting the most effective teaching strategies, and assessing and tracking their advancement. According to Holec (1979), in autonomous learning, students choose the learning scenario, the goals, the approaches or tactics, and the subject matter they wish to study. In light of individual preferences and learning styles, it can be said that autonomous learning is just one of many teaching strategies where students take control of their education. Most learners listen online as a delivery medium for this activity. Many online media can be used to learn autonomous listening, as Rost (2002, as cited in Aulia, 2023) believes that lists a variety of media that can be viewed and heard online, including podcasts and video broadcast, commercial television, public broadcasts, radio, songs, and movies.

Furthermore, there exist multiple approaches for self-directed learning. Wang (2010) identifies three categories of learning strategies that are used in autonomous learning, including:

1) Cognitive strategies include asking questions, making notes, practicing memorization by association, and evaluating what you read.

2) Metacognitive strategies include reflective learning, data collection, self-evaluation, self-supervision, study planning, and personal file creation.

3) Social mediation entails being comfortable during events, setting ground rules for the group, cooperating with peers, speaking clearly, and providing constructive criticism for the work of others.

In accordance with this, de Boer et al. (2012) identified four strategies in autonomous learning, which are as follows:

a) Cognitive strategies

It is divided into three types, including elaboration strategies, in which learners elaborate on the material to be learned as well as their background knowledge. The second type of strategy is practice, in which students repeat the materials and memorize the information they have learned. The final phase is the organization strategies, in which the learners visualize the material they received.

b) Metacognitive strategies

This strategy is divided into three phases, including planning strategies, in which students plan their study time. The next phase is the performance phase, in which the learners complete the task and monitor their own performance in relation to the materials they have learned. Finally, the learners evaluate and reflect on what they have learned.

c) Management strategies.

It emphasizes the environment and conditions that facilitate learning processes. It involves both internal and external factors.

d) Motivational strategies.

It focuses on engaging and encouraging learning. Enhancing learning encouragement involves three components: learning objectives, task value, and positive attribution.

Autonomous listening is the ability of students to improve their listening comprehension outside of the classroom without needing specific direction from an instructor or teacher. Furthermore, autonomous listening provides flexibility, letting students choose the content to listen to according to their interests and skill levels. According to Cross (2014), autonomous listening enables students to apply a methodical, thorough, and effective approach to listening to a variety of audio and video materials on their own. However, Kovtun et al. (2019) confirmed that learners independently overcome communication and language obstacles by engaging in deep listening to audio files during autonomous listening activities. As a result, it will increase students' desire to pick up new languages and advance their language skills.

C. English Songs

English songs are a type of song where all the lyrics are written in English and usually come from Western or foreign music. An item of music with spoken lyrics is called a song. A song is a piece of music with words that are sung, according to Hornby (1990). In just a few rhymes, a song can teach you grammar, vocabulary, culture, listening comprehension, and many other language skills. The song is a collection of words arranged beautifully that are sung with musical accompaniment. Songs are made based on musical compositions and have a rhythm and tempo so that listeners are carried away by the meaning of the song. Songs can be an effective way of teaching children and can encourage them to become actively involved in their learning.

Songs are a great English teaching tool, and it is believed that they have the power to motivate students as they study the language. Songs are a great 'instrument' for assisting students in learning English, claims Maru (2009). Specifically, the lyrics contained in each type of song are arranged using language by the origin of the creator of the song. In this case, song lyrics that are mostly written in English can be classified as English songs. English songs usually come from Western countries and not the original songs of the area. Yes, there will be English exposure. The language used and the meaning contained in the lyrics use English. Therefore, in addition to having an entertainment side, songs can also be a medium that gives a lot of language exposure through the lyrics and the sound of the singer. There are several reasons for using songs to teach listening. First, songs can alter the mood of students. Second, songs can stimulate and entertain. Third, songs may make students happy (Lopera, 2003). The use of songs in language education has long been recognized as an effective method for improving listening skills, receiving positive feedback from students, and demonstrating measurable improvements in listening comprehension (Nadiyya & Suryadi, 2024). Songs create an engaging learning environment by combining rhythm, melody, and meaningful lyrics, which promotes language acquisition and auditory development.

Schoepp (2001) believed that the research on why songs are valuable in the ESL/EFL classroom revealed the following three patterns:

1) Affective reasons: A positive attitude and environment promote language learning. Songs are a fun activity that helps to create a supportive, non-threatening environment with confident and active students.

2) Cognitive reasons: Songs promote fluency and the automatic use of meaningful language structures.

3) Linguistic reasons: In addition to improving fluency, songs expose students to a wide range of authentic language that they will encounter in non-academic settings.

In conclusion, English songs are musical compositions with English lyrics that are often based on Western or foreign music. Songs are not only entertaining, but they are also effective language learning tools, assisting students in developing grammar, vocabulary, cultural knowledge, and listening comprehension skills. Songs engage listeners emotionally through rhythm and melody, making learning more enjoyable and effective, particularly for children. Overall, English songs provide extensive language exposure and can be an effective and engaging tool for language acquisition when used correctly.

D. The Benefit to Listening English Songs

Many people naturally engage in the pastime of listening to music daily. If you already enjoy the music in a song, you will undoubtedly listen to it repeatedly and eventually get used to hearing the foreign language. We will also find it simpler to recognize new words in the foreign language we desire to learn thanks to this approach. The benefits of using songs in listening can help students feel good and get rid of any awkwardness. Songs also help to create an encouraging atmosphere and a calming attitude, which facilitates problem-solving. Due to the positive mood, they create, songs are also inspiring the students. As stated by Ilmi et al. (2021), the use of songs as learning media has many benefits including 1) helping to improve memory for the better, 2) through singing participants will feel happy and calm, 3) anxiety and discomfort when singing will disappear, and 4) making it easier to understand learning material. The use of the students' musical expertise is promoted as an active part of the educational process. In this instance, songs are a useful tool

for boosting students' confidence in their language learning abilities (Maru, 2019). The benefits of songs for learning to improve listening skills include song as a media that increases students' interest and motivation, song as a teaching media that can be used with a variety of techniques in the teaching learning process, song that develops students' background knowledge, and teaching activities (Yelnim & Kartawijaya, 2021).

Many people have the habit of engaging in various activities while listening to song. For example, while working, studying, reading books, or driving, song has always been a reliable companion (Tarigan and Tarigan, 1990). Songs are easier to listen to anywhere and at any time, especially in today's digital age (Gibson, 1989). The multitude of streaming service provider platforms makes songs even more accessible; with a finger on the smartphone screen, you can listen to your favourite songs without having to buy or download them. According to Orlova (2003, as cited in Lestary and Seriadi 2019), the following are some of the advantages of using songs:

a. Practice English rhythm, stress, and intonation patterns.
b. Teaching vocabulary, particularly during the vocabulary reinforcement stage.
c. Songs were particularly useful for teaching grammar and investigating the use of tenses.
d. Speaking skills are being taught. Songs, particularly their lyrics, serve as a stimulus for learning to speak.
e. Teaching how to listen. Songs can enhance comprehension.
f. Developing writing skills. This means that a song can be used in a variety of contexts, such as speculating about what might happen to a character in the future or writing a letter to the main character.

According to Halimah (2016), songs can help students learn a variety of skills, including the following:

1. Learning Information

    Songs can help students remember their learning experiences and information.

2. Improving Attention, Attitude and Atmosphere

Certain songs can encourage a positive learning environment and make students feel welcome to participate in the learning process.

3. Personal Expression

Song is a gateway to the inner realms, and creative and reflective use of music can aid in personal expression through writing, art, movement, and other learning experiences.

Sekeon et al. (2022) stated that the following are some advantages of songs:

a. Songs can boost imagination and creativity.

b. Songs have the power to develop and instruct intelligence. It has been directly and consistently demonstrated that song improves children's mathematical reasoning, especially their ability to think abstractly. Songs have memory-stimulating effects.

c. Songs are easy for students to access, use natural language, provide vocabulary, grammar, and cultural context, and are enjoyable. They can be used both inside and outside of the classroom to assist students in developing their language, speaking, and listening skills.

One of the most significant benefits of using songs for language learning is their ability to motivate and engage students. Songs' enjoyable and interactive nature makes the learning process more appealing, particularly for younger learners (Rorintulus & Wuntu, 2023; Simanjuntak, 2023; Orellana-López & Guamán-Luna, 2022).

a. Enjoyable Learning: Songs make language learning more fun and enjoyable, reducing the stress often associated with traditional teaching methods (Simanjuntak, 2023) (Orellana-López & Guamán-Luna, 2022).

b. Singing along to songs promotes active participation, which can increase learners' willingness to engage with the language (Rorintulus & Wuntu, 2023; Orellana-López & Guamán-Luna, 2022).

c. Personalization: Learners can select songs based on their interests and preferences, making the learning process more meaningful and relevant (Meganathan et al., 2024; Kamil, 2024).

Songs are an excellent tool for developing listening skills because they expose students to authentic spoken English in a structured and engaging way. According to Simanjuntak (2023), regular exposure to songs can significantly improve students' ability to understand spoken English.

1. Authentic Materials: Songs offer real-life language use, helping learners become familiar with natural speech patterns, intonation, and pronunciation (Santhi et al., 2024) (Kamil, 2024).

2. Motivation and Engagement: The enjoyable nature of songs motivates learners to engage actively with listening tasks, leading to improved comprehension over time (Simanjuntak, 2023) (Huang & Chen, 2024).

3. Cultural Awareness: Exposure to songs from diverse cultural backgrounds fosters a deeper understanding of cultural references and expressions (Santhi et al., 2024) (Budianto et al., 2024).

According to Nurbani (2020), there are five points describe the benefits of songs in teaching listening:

a. Intelligent Vocabulary and Meaning

The students learned vocabulary from the song lyrics, and they also understood the lyrics.

b. Appropriate pronunciation

The selection of songs with clear and correct pronunciation can also help the listener become more comfortable with learning.

c. Trainable Listening Skills

When students listen and practice sentences frequently, perfectionism is not impossible to achieve.

d. Likable Listening Class

The songs allowed the students to express their emotions, making them feel better and more capable of accepting what was going on.

e. Growable into Active and Confident

Students can be active and confident by starting conversations with one another in sets or small groups about what happened during the song and then sharing their conclusions with the rest of the class.

Many people enjoy listening to songs on a daily basis. If you already enjoy the music in a song, you will undoubtedly listen to it several times and eventually become accustomed to hearing the foreign language. This approach will also make it easier to recognize new words in the foreign language we want to learn. The use of songs in English language learning has a variety of advantages, ranging from improved vocabulary acquisition and listening comprehension to increased cultural awareness and motivation. Using the engaging and interactive nature of songs, educators can create a more dynamic and effective learning environment. As research into the potential of songs in language education continues, their value as a pedagogical tool is likely to grow.

E. Students' Perceptions

In common terminology, according to Wilkes (2013, as cited in Hong & Ma, 2020) the word perception is defined as receiving, collecting, action of taking possession, and apprehension with the mind or senses. It is derived from the Latin word's "perception" and "percipio". In psychology, perception is the method by which people assess or judge others in psychology (Allport, 1996; Adediwua & Tayo, 2007). Perception is significant since perception influences the information stored in our memory. Perception is based on emotions, presumptions about human nature, and awareness of other factors (Steward, 2009). Perception is closely connected to a person's psychological state and certain aspects of his or her personality. Perception, according to Lengkoan and Rombepajung (2022), is what a person feels right away. Thus, how students see a subject depends on their personal experiences or observations. According to Nelson-Smith (2008), students' experiences and expectations have an impact on their perceptions. Whether or not it is true, perception is what people take to be real and what they think will happen. Our experiences, sensations, degrees of interest and attention, and methods of interpretation can all have an impact on how we perceive things (Adedowura & Tayo, 2007). In addition, perception is the impression that a person has of a specific item and is influenced by both internal and external elements, such as personal control over behaviour and external circumstances. According to Adediwura and

Tayo (2007), perception is the reaction that appears when an impression is perceived from outside the body after it has been connected to other materials in the consciousness (memory). Furthermore, perception is a person's impression of a specific item, and it is influenced by both internal and external factors, such as personal control over behaviour and outside circumstances. These statements are also supported by Mulyana (2007), he claimed that perception is an internal process that allows us to select, arrange, and interpret environmental inputs; however, this process may also influence our behaviour. While, Walgito (2001) supports these claims, stating that stimulus, environment, and culture all influence perception. According to Han (2022), perception begins with sensory inputs from the outside world, which the nervous system processes. This involves converting physical or chemical stimuli into neural signals that the brain can understand.

According to Solso (2007), perception is classified into two types: positive and negative perception.

1) Positive Perception

Positive perception is the assessment of an object in a positive perspective and in accordance with expectations. Positive perception is caused by an individual's satisfaction, knowledge, and experience with the object under consideration.

2) Negative Perception

Negative perception is an assessment of an object in a negative viewpoint. This negative perception stems from the individual's dissatisfaction with the object, a lack of knowledge, and a lack of experience with the object under consideration.

Based on the definition above, students' perception in this study refers to the cognitive and emotional process by which they organize and interpret their experiences, feelings, and beliefs about autonomous listening activities. This perception influences how they interact with and respond to listening practices, especially when using songs as a learning tool. By incorporating songs into their learning routines, students gain personal insights into their listening abilities,

preferences, and challenges, which influences their motivation, comprehension, and overall effectiveness in learning English listening skills.

F. Study of the Relevant Research

Furthermore, some researchers are investigating the use of songs during the listening process. Previous studies have examined the impact of utilizing music as a teaching tool for listening comprehension. Isladara and Marlina (2024) conducted students' perception on Using Songs and Poems from learn English kids as Autonomous Learning Activity to Increase Vocabulary. The aim of this study is to ascertain how EFL students perceive Learning English Kids' effectiveness as a self-directed learning resource for expanding vocabulary. Descriptive case study with a quantitative approach was used in this study. Based on the researcher's observations made during teaching practice at SMP 15 Padang, which revealed a number of issues, this study was carried out. According to the analysis, Learn English Kids' songs and poems work well as independent learning resources for students, encouraging positive perceptions of their vocabulary growth in speaking, writing, listening, and reading.

Farah Nurfadilla and Kusrin (2022), looked at EFL students' responses towards the use of English trend songs in listening classroom. The purpose of this study is to ascertain how students react when they are taught to listen via songs. To gather information for this study's case study model, researchers employed qualitative research methods. Sixteen participants in various majors from the same university are involved in this study. Data was gathered using a survey instrument. The findings demonstrate that using songs in the listening class is well-received. They believed it created a novel, more laid-back, and enjoyable learning atmosphere. English songs provided extra motivation for the students during the teaching and learning process.

Sekeon et al. (2022) conducted students' perception toward English song as a learning media of listening comprehension. This study was conducted to see whether using songs in the classroom can provide benefits in the teaching and learning process. This research was conducted on 6th semester students majoring

in English at UNIMA. In this study, the researcher used a survey method assisted by a questionnaire instrument which was distributed via Google form as a platform for conducting interviews with objects. The subjects of this study were 18 students in 1 class. Based on what was found in the research, students agreed with the help provided by the song in the learning process. Students feel that their listening skill has improved because of listening to English songs, because spending time listening to English songs make them more familiar with English words, and also make it easier to memorize new vocabulary in the lyrics. They also enjoy listening to English songs because listening to a song makes the atmosphere of learning become more relaxing. In general, the students responded positively to the assertions, with the majority agreed. The usage of English song can be useful in developing listening abilities, as evidenced by the preceding explanation.

Another study conducted by Lestary et al. (2019) looked at the use of songs to improve students' listening comprehension ability. Finding out how songs are used as a teaching tool for listening is the goal of this journal. One of the most effective ways for students to address their listening difficulties is through the use of songs in the classroom, particularly during the listening lesson. An English song can help students become engaged in the lesson, pique their interest, and perform well on listening assignments. Nevertheless, there are drawbacks to using music in the listening process. For example, popular music isn't scientific, and poor sound systems in classrooms can make it difficult to listen to music.

According to Listiyaningsih (2017) this study was written with a qualitative approach. To get a comprehensive result, the authors conducted interviews with five informants. According to her study, listening to English songs can help with listening comprehension since they can be used as media. One of the skills that must be understood in order to learn the English language is listening, so when someone is learning the language, they should also be learning about listening skills. It is possible to enhance listening skills by expanding vocabulary, enhancing pronunciation, and improving comprehension through the listening of English songs. In order for people to utilize the English song as a tool for skill improvement.