CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher took several previous studies related to what would be researched. The first is entitled " The Use of Song to Increase Students' Interest In Listening Class" a Journal article by Yuliyanto (2017). This study's goal is to explain whether or not the use of songs in listening classes is able to increase students' interest. The participants of the study are the third-semester students of the English Department at Tidar University. The result of the study indicates that the use of songs in listening class will make students more likely for having high interest in listening class.

The second research entitled " The Use of SPOTIFY Application to Improve Students' Ability in Listening through English Song" journal article by Andriani & Ma'ruf (2018). This research was conducted to improve students' ability in listening. This research aimed at finding out the improvement of the students listening ability in listening skill by using the Spotify Application as a tool that focused on Listening to English songs to identify what words the singer said and the meaning of the song. The researcher applied a pre-experimental method with one group pre-test - post-test design and collected the data based on the test. The sample of the research was the first-semester students which consisted of 25 students. The sample was taken by using a purposive sampling technique. Eventually, based on the findings and discussion above, the researcher concluded

that the improvement of students listening ability through English songs using the Spotify Application was significantly improved.

The third research entitled "The Use of English Songs to Improve English Students' Listening Skills" Journal article by Afriyuninda & Oktaviani (2021). The purpose of this study was to determine the use of English songs to improve students' listening skills. The targets of this study were students in the fifth and seventh semesters of the English Education study program at Universitas Teknokrat Indonesia. 100 students participated in this study. This research method is qualitative. Data collection was carried out by distributing link questionnaires to 100 students who had taken listening courses. The results showed that the progress of students' listening skills mastery during the activity could be seen from the data analysis, the researchers used tabulated data. This result shows that English songs are effective in listening skills.

The fourth research is entitled "Analysis of Listening English Songs on Student's Vocabulary Learning". Journal article by Suciati & Zakarsih (2021). The purpose of this research is to analyze English songs to enhance students' vocabulary learning at As-Syafi'iyah Islamic Senior High School 02 academic year 2020/2021. Therefore the research question is: How is the role of English songs to enhance students' vocabulary learning at As-Syafi'iyah Islamic Senior High School? The research was conducted in August - November 2020. This study uses qualitative methods, namely interpretive and inductive research. The research sample was 6 students of class X SMA As-Syafi'iyah 02 Bekasi academic year 2020/2021 who were selected based on a purposive sample. The research

instrument uses an interview. The results of this study found that English songs have a role in the vocabulary learning of students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

The fifth research entitled "Improving Students' Listening Comprehension by Using Spotify Application at Class IX SMPN 35 Makassar" Journal article by Sinta (2021). The aim of this research was to find out whether teaching listening by using the Spotify Application for learning English improves students' listening comprehension and to find out students' interest in learning listening comprehension at the nine grade of SMPN 35 Makassar. The result of this research is expected to be useful for students to improve their English listening comprehension and help teachers to be more creative.

This study has different from the five studies, as described above. The purpose of this research is centered on how is the students' interest in listening comprehension by using the Spotify application through English songs as learning media. This research was also conducted at SMA YP Unila Bandar Lampung, especially in class X9.

2.2 Theoretical Framework

2.2.1 Concept of Interest

A. Definition of Interest

According to Friskila (2023), interest is a feeling toward something that creates a strong desire and encouragement to do it. According to Mangal (2007), interest is the central force that drives the whole machinery of the teaching-learning process.

It means, with an interest, students will be more focused and easy to understand the material given by the teacher. Big interest will give influence students' activity because the students' interest will be doing something that interested them, in this case, is an interest in learning. According to Slameto (2010) states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy something and get satisfaction from that.

B. Categories of Interest

According to Schraw and Lehman (2001), there are five core themes models in that categorization that accepted till day such as:

a. Latent Interest

A person's sustained interest in learning a certain subject or discipline. The latent interest occurs when a person reinforces his or her emotional attitude toward the learning task they are engaged in, and a person's value-related beliefs of knowledge/task are probably a crucial part of his or her goals in a long-term learning process. It is an internal inclination that guides an individual through cognitive activities, including interest (in learning) related to all senses and values.

b. Actualized interest

The reason for learning a certain subject or skill. In contrast to latent interest, actualized interest refers to the level of individual participation in a certain learning assignment and involves specific content that is more definite and clearly defined.

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c. Text-Based Interest

Text-Based Inductivity, vehemence, and consistency are characteristics of interest in learning; it also refers to the interest sparked by a text a person plans to learn.

d. Task-Based Interest

The level of curiosity sparked by modified instructional materials that a person encounters. For instance, altering learning objectives or texts may have an impact on a person's interest in learning, which in turn varies based on the activity that needs to be learned.

e. Knowledge-Based interest

The impact of prior knowledge and experiences on a person's current learning activity.

2.2.2 Concept of Listening

According to Sevik (2012), Listening skill is regarded as the most important outcome of early language teaching and songs are regarded as one of the best ways for practicing and developing the listening skills of especially young learners. Listening is one of the subjects addressed in the study of languages and conversation analysis. With some work, one can improve their listening skills, which has several advantages. Rost (2002) defined listening as receiving what the speaker is saying, establishing meaning through engagement and empathy, representing that meaning, negotiating meaning with the speaker, and responding.

According to Sinta (2021) The purpose of listening there are: 1) Listening to learn: that is learning from the speaker's speech. 2) Listening to enjoy audial

beauty: listening with a focus on the enjoyment of the spoken word or musical composition. 3) Listening to evaluate: listening with the goal to evaluate anything he hears or sees (good-bad, beautiful-ugly, etc). 4) Listen to appreciate the material read: people are listening to what he listens to in order to enjoy or appreciate it. 5) Listen to communicate your own ideas: a person who listens in order to effectively and correctly transmit thoughts, feelings, and ideas to others.

2.2.3 Concept of Spotify Application

According to Willings (2020), Spotify is an interesting application that can access content for free by simply registering with an email address or connecting with Facebook. It is simple to access and there is no commitment if you want to try Spotify Premium but are not interested in paying the monthly subscription charge. The researcher thinks Spotify is fascinating enough to be utilized in teaching because it is user-friendly and can be used on a computer or other device. According to Stephenson (2020) Spotify a well-known audio streaming service, was introduced in Europe in 2008 and has subsequently spread to most major regions, including the United States, Canada, and Australia. The main feature of this program is its music streaming service, which enables users to listen to songs from well-known labels online or through any of Spotify's numerous official apps.

Spotify is a digital music, podcast, and video service that gives you access to millions of songs and other content from creators all over the world (Spotify.com, 2019). Spotify application launched on 7 October 2009, this application was founded by Daniel Ek and Martin Lorentzon in Swedia on 1 April 2006. Spotify applications have some features such as digital music, podcast, and video streaming.

a. Digital Music

The Spotify application can be used on a variety of digital platforms, including smartphones, PCs, tablets, TVs, and Bluetooth-enabled audio devices. Music can be viewed or found using a variety of criteria in the Spotify application, including artist, album, genre, playlist, or record label. Users can collaborate with other users to build, edit, and share playlists as well as post tunes to social media. Spotify application provides access to over 100 million songs (Russell, 2017). In digital music, users can be playing their favorite songs in the Spotify application.

b. Podcast

According to Stanley (2006), the term "podcast" is a combination of the words "iPod" and "broadcasting," and it refers to online audio or video content. With RSS (Real Simple Syndication), which uses an XML format to describe streams of data such as the title, description, author, and dates when the podcast and episode were generated and broadcast, digital media files known as podcasts are distributed over the internet (Cebeci & Tekdal, 2006). The speakers or their team will produce a number of episodes, and each episode may cover a different theme or topic. Any device that supports MP3/MP4 files, such as a computer, smartphone, and MP3 player, can play it without restriction over the internet. (Samad, Bustari, & Ahmad, 2017).

c. Video Streaming

The Spotify application service offers video streaming, giving users access to millions of songs and other works from artists across the world.

2.2.4   Concept of Teaching Listening Using Spotify Application

Because the effectiveness of the teaching and learning process depends on proper learning media in addition to the teachers' and students' abilities, media learning is crucial in the teaching and learning process (Wafda, 2020). Spotify is among the most well-known applications in the world. Spotify offers customers access to millions of songs and pieces of material from artists across the world through its digital streaming service for music, podcasts, and videos. The Spotify application offers streaming video, podcasts, and digital music services. When listening to digital music, users can use that program to play their favorite songs (Spotify.com, 2019).

The procedure of teaching listening using the Spotify application that the researcher would use in this research is using narrative text. Iwuk (2007) stated that narrative text is a text that contains fiction, non-fiction, fairy tales, or folklore. Iwuk (2007) also stated that the purpose of narrative text is to entertain and attract the reader's attention. According to Anderson (2013), The generic structure of narrative text includes orientation, complication, evaluation, resolution, and coda.

According to Mislaini (2015), language features of Narrative Text are:

a. Using Past Tense

It is logical since the stories typically happen in the past. They can use simple past, past continuous, or past perfect tense. Example: yesterday I saw an accident in front of your house.

b. Usually begins with the adverb of time

Shows us when something happens, how long something happens, and how often something happens. For example: once upon a time, one day, a long time ago, for a year, often

c. Using Action Verb

Action verbs are verbs that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing. For example: run, walk, cry, scream, explode, kick, etc.

d. Specific Character

The character of the story, it's specific, not general. For example cinderella, snow white, alladin, etc.

e. Using Temporal Conjunction

Temporal conjunctions express relationships with time, in the flow or sequence of events. For example: before, after, during/while (a period or an activity), since, until, when.

f. Direct Speech

It is to make the story lively. Example: snow white said, "My name is snow white".