

CHAPTER II THEORY REVIEW

2.1 Definition of Listening Comprehension

Listening is an activity of receiving transfer of impression, thoughts, images, attitudes and emotions from the speaker. Gilakjani & Sabouri (2016:124) defined that listening is the process of receiving what the speaker is saying, creating and demonstrating meaning, negotiating meaning with the speaker and responding, and creating meaning through participation, creativity and empathy. Similarly, Rost & Brown (2022:3) stated that listening is the process involves taking in spoken language, paying attention to it carefully and purposefully, recognizing it, and interpreting it in light of prior encounters and anticipated outcomes.

In other hand, Elfi (2015:194) defined that listening is the ability to identify and understand what others are saying, and involves understanding a speakers' accent or pronunciation, grammar, vocabulary, and grasping the meaning. Thus, listening is a form of attention to listen to the speaker and understand the speaker so that the listener can obtain the information and be able to understand what the speaker said. Wahyuni & Inayati (2022:161) stated that listening is a receptive skill that plays crucial role in English learning because it is a basic mode of conversation found in both direct and indirect conversations. Meanwhile, Susilowati et al., (2020:131) stated that

listening can be a category not only receptive skill but also for the development of verbal language proficiency.

Comprehension is the power of understanding deeply. After the auditory signals are identified and recognized by the brain, they are assigned meaning. For example, when the listener hears the utterance “Would you like to come to my party tomorrow?” it means that he/she determines that it is an invitation. According to Vandergrift (1999:168) listening comprehension is a complex active process which the listener must distinguish between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within both the immediate and wider sociocultural context of speech. Likewise, Fang (2008:21) stated that listening comprehension entails motivating listeners to focus on an active process of listening for meanings while utilizing both linguistic and non-linguistic cues. Additionally, students should be aware that not all hints are equally significant.

From the definition above, it can be concluded that listening comprehension is a process of receiving ideas and information deeply by the listener from the speaker.

2.2 Types of Listening

Listening has several types. Rost & Brown (2002:183-200) divided listening into six types as follows.

1. Intensive listening

Intensive listening is defined as listening closely to a text in order to decode the input for analysis purposes. Rost & Brown (2022:184) said that listening closely refers for precise sounds, phrases, words, grammatical and pragmatic units. Intensive listening focused on phonology, syntax, and lexis.

2. Selective listening

Selective listening is a term that often used to mean attending to only what you want to hear and tuning out everything else. Rost & Brown (2022:187) stated that selective listening as used in language teaching is listening with a predetermined goal in mind, frequently to gather specific information to complete a task.

3. Interactive listening

According to Rost & Brown (2022:190) interactive listening refers to the type of conversational interaction which the listener takes a leading role in understanding, through providing feedback, asking questions, and supporting the speaker. In this collaborative conversation students interact with each other or with native speaker.

4. Extensive listening

Extensive listening refers to listening for long periods of time in the target language with the intention of understanding and learning the content. Brown (2016:77) stated that extensive listening aims to develop global understanding of spoken language. However, Maftoon et al.,

(2016:77) stated that extensive listening as meaning focused listening activities for an extended period of time. It means that the learners are expected to reach full comprehension during extensive listening by listening to lengthy lecturer, conversations, and broadcasts.

5. Responsive listening

Responsive listening refers to a type of listening practice that the listener's response is the aim of the activity. Rost & Brown (2022:198) said that in this type of activity the listener's response is affective that expressing an opinion or point of view rather than informational giving back facts based on what was heard.

6. Autonomous listening

Autonomous listening refers to a self-directed listening activity which the learners choose what to listen to, seek feedback on their understanding, respond in the way they choose, and monitor their own progress. Autonomous listening is independent listening, without direct guidance of an instructor (Rost & Brown, 2022:200).

From the explanation above, the researcher concluded that the types of listening which are considered useful for language learning and acquisition divided into six types; intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.

2.3 Process of Listening

Foreign language learners as well as their teachers believe that listening is a difficult skill to master. That is because of different processes such as cognitive, affective, social, and physiological processes which are involved in listening comprehension. Tyagi (2013:1-2) stated that the process of listening occur in five stages which are hearing, understanding, remembering, evaluating, and responding.

1. *Hearing*, refers to the response caused by the stimulation of the senses by sound waves receptors in the ear; it is a physiological response; hearing is the perception of sound waves; you have to hear to hear, but you don't have to hear to hear.
2. *Understanding*, in this step helps to understand the symbols we see and hear, we must analyze the meaning of perceptual stimuli; symbolic stimuli are not only words but also sounds such as applause... and sights such as a blue uniform... also have symbolic meaning; the meanings assigned to these symbols are a function of our prior associations and context where the symbols appear.
3. *Remembering*, it is an important listening process because it means the individual not only receives and interprets a piece of information, but adds it to the memory bank of the mind.
4. *Evaluating*, only active listeners can participate in this listening process. During this stage, the listener is actively weighing the evidence, separating fact from opinion, and determining whether the message is

biased or biased. Effective listeners take care not to start this activity too quickly; starting this stage of the process before the message is complete requires us to stop listening and pay attention to the incoming message - as a result, the listening process stalls

5. *Responding*, this process requires the recipient to complete the process verbally and/or non-verbal feedback; since the speaker has no other way to determine whether the message has been received, this stage becomes the only obvious method the sender can use to determine how successfully the message was delivered.

In Addition, Nation & Newton (2008:40) stated that two distinct kinds of processes are involved in listening are referred to as “bottom-up” and “top-down” processing.

1. Bottom-up process

It is the process listeners use to piece together the message piece by piece from speech and from part to whole. Nation & Newton (2008:40) stated that bottom-up processing involves understanding and decoding the flow of speech at ever greater levels starting with phonetic, phonemic, syllable, lexical, semantic, syntactic, pragmatic, propositional, and interpretive hearing. Field in Nation & Newton (2008:42) said that there are three speech phenomena make the bottom-up process difficult for language learners as follows.

- a. Reduced Forms (*Contractions, Weak Forms and Chunks*)

E.g. *I've lived in Kotabumi for 21 years.*

Fifty one high frequency function words in English contain weak forms.

E.g., been → bin, his → z, and → ənd, nd, n

Chunks → *how are you going?*

b. Assimilation and Elision

Typically affects the beginnings and ends of words

E.g. [g] or a glottal stop before [k, g], e.g., *good cause* → *goog cause*

c. Resyllabification

E.g. *went in* → *wen tin*

Made out → *may dout*

(Can't) help it → *hel pit*

2. Top-down process

In this process the listeners are more concerned with background knowledge by obtaining meaning and interpreting texts or messages. In contrast to the bottom-up process, the top-down process moves from meaning to language. Nation & Newton (2008:40) stated that top-down process involves listeners using what they know about the context of the communication to predict what the message will contain, and using parts of the message to confirm, correct, or add to it.

Berne (2004:528) stated that learners rate top-down strategies more quickly for listening comprehension and bottom-up strategies less quickly, although they remain important. On the other hand, it appears that students find it easier to access bottom-up strategies than top-down strategy, so this

finding suggests that there seems to be a gap between respondents knowing what strategy they should use and their ability to use that strategy effectively.

Based on the explanation above, the researcher conclude that listening process divided into “bottom-up process” where the process is from language to meaning and “top-down process” where the process is from meaning to language.

2.4 The Role of Listening in Language Acquisition

Listening plays an important role in people's daily lives. One of the four fundamental abilities in learning a language, listening has a significant role to play in education. Renukadevi (2014:59) stated that while reading, speaking, and writing are all crucial for the development of language proficiency, listening is the main factor in language acquisition. Mendelsohn in Thi Hue (2019:268) stated that listening plays an important role in communication and he said that listening accounts for 40-50% of the total communication time; speaking, 25-30%; reading, 11-16%; and writing, approximately 9%.

In addition, Kumar & Shankar (2021:312) explained that listening has a significant influence on developing speaking. The two skills complement each other. Listening precedes speaking skill and is completely impossible without each other. Listening is as important as speaking skill because people cannot communicate face to face unless these two types of skills are

developed together. Listening is also important for learning purposes, through listening students receive information and gain insight.

Additionally, Tyagi (2013:5) mentioned some of good listening can increase employee productivity. The ability to listen attentively enables a person to:

1. Understand the task better and find out what is expected of him
2. Build relationships with colleagues, supervisors and clients
3. Expressed support
4. Work better in a team-based environment
5. Solving problems with clients, colleagues and supervisors
6. Answer the questions
7. Seek out the underlying meaning of what others are saying

Based on the explanations mentioned above, the researcher concluded that listening has an important place in learning because it is one of the four main skills beside reading, writing, and speaking in language acquisition.

2.5 Listening Difficulties

As we know that listening is a difficult skill for language learners to master, because the learners learn it consciously. Thus, there must be difficulties experienced by students. Yagang (1994:248) indicates the sources of listening difficulties mainly came from four aspects namely the message to be heard, the speaker, the listener, and the physical setting.

1. The message content

Many learners find it more difficult to listen to a recorded message than to read the same message on a piece of paper, because the listening part hits the ear in an instant, whereas reading material can be read as many times as the reader likes. Messages on radio or tape recordings cannot be listened to in slower speeds. Even in conversation it is impossible to ask the speaker to repeat something as many times as the listener wants (Yagang, 1994:248-249).

2. The speaker

The speaker is the main part of the material that facilitates students' listening. Several problems were experienced by students related to the speakers' listening comprehension. It is difficult for students as foreign language learners to easily get messages to speakers, because students cannot control the speed and duration of the speakers' speech (Gilakjani & Sabouri, 2016:127).

3. The listener

Foreign language learners are not sufficiently conversant with English clichés and collocations to anticipate the absence of certain words or phrases. For example, it is expected to be aware that *redness* frequently collocation with the cheeks or to guess the final word, such as anger, when hearing the expression he is making when flying to great heights. Physical and psychological conditions may interfere with how listening material is perceived and interpreted. For extended periods of

time, students find it difficult to focus on deciphering strange sounds, words, and sentences (Yagang, 1994:250).

Besides, Gilakjani & Sabouri (2016:127) stated that learner's difficulty with listening comprehension can also be exacerbated by other factors like a limited vocabulary, poor grammar, and a misinterpretation the listening task. However, Saraswaty (2018:141) indicated that the most common listening problem is the listener quickly forgets what the speaker said (parses), and the biggest difficulty in listening to students is forgetting the meaning of words (perception).

4. The physical setting

Environmental noise is a serious problem in listening comprehension. Yagang (1994:250) stated that noise, including background noise on recordings and environment noise, can distract listeners from the content of the part being heard. Not seeing the speakers' body language and facial expressions makes it more difficult for the listener to understand the speaker's intent. Unclear sound produced from poor quality equipment can also interfere with the listeners' comprehension.

In addition, Bingol et al., (2014:27-28) stated that there are five difficulties faced by learners in the process of listening comprehension and aims to realize the problem and try to solve it as follows.

1. Quality of Recorded Material

Bingol et al., (2014:27) stated that the quality of recorded material can affect students' listening comprehension. In this problem can give impact to the students' comprehension in listening, for example the lecturers uses some recorded materials that do not have high quality, so the lecturers must use high quality of recorded material in order to the students' listening comprehension is more optimal.

2. Cultural Differences

The cultural knowledge of the language that affects how well students understand should be known to them. The students may have serious comprehension issues if the listening task uses materials from a completely different cultural background. The lecturers must provide background information about the listening exercises in advance (Bingol et al., 2014:28).

3. Accent

According to Gilakjani & Sabouri (2016:127) said that the accent of the speaker was cited by 66% of students as one of the most important elements influencing listener's comprehension. Unfamiliar accent can give serious problems and effect for the students in listening comprehension for example, for the first time students hear American English accent, but in their listening comprehension class they only hear British accent. It means that, this

problem will necessarily interfere with the whole listening process of understanding and at the same time a foreign accent makes understanding impossible to the listeners.

4. Unfamiliar Vocabulary

When listening to text containing those familiar words it will be very easy for students to understand it. Many words have more than one meaning and if the students are not used correctly in the appropriate context, the students will be confused. For example, if students know the meaning of the words it can arouse their interest and motivation and can have a positive impact on students' listening comprehension skill (Bingol et al., 2014:28).

5. Length and Speed of Listening

Speed can make the listening comprehension part difficult. If the speaker speaks too fast, students may have serious problems to understanding the words. In this situation, the listeners cannot control the speed of the speakers and this is can create problems with students' listening comprehension.

As a summary, the researcher categorized the students' listening difficulties that indicates the sources of listening difficulties mainly came from four aspects; the message, the speaker, the listener, and the physical setting.

2.6 Listening Comprehension Strategies

The listening strategies are influenced by the student's listening comprehension. Choosing the "best" listening strategies is not always an easy task, given that there are hundreds of strategies students can choose from. According to Hadijah & Shalawati (2018:54) listening strategies can also influence students' listening skill which can greatly assist them in the comprehension process. Thus, listening strategies are used to improve listening comprehension. Therefore, all listening strategies have associated benefits for success in listening comprehension.

O'Malley et al., (1990:422) stated that there are three types of strategies in listening comprehension which are cognitive, metacognitive, and socio-affective strategy.

1. Cognitive strategy

Gilakjani & Sabouri (2016:124) said that the cognitive strategy related to understanding and gathering input in short term memory and long-term memory for later use. Cognitive strategy is a problem-solving method that students apply to deal with the learning activity and facilitate the learning of knowledge. Thus, cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh (2008:190) learners utilize cognitive strategies to assist them process, keep, and remember new information. There are two kinds of cognitive strategies in listening: bottom-up and top-down.

2. Metacognitive strategy

Gilakjani & Sabouri (2016:125) stated that metacognitive strategy is management techniques used by students to control themselves learning through planning, checking, assessing, and changing. The students learn how to plan, monitor, and evaluate the collected information from the listening part. Language learners can organize and manage their listening comprehension process with the aids of metacognitive strategy which also aids in understanding the awareness levels of various strategies.

These strategies are categorized into three sets which are planning, monitoring, and evaluating.

- a. *Planning* is require planning for learning, thinking about the learning process as it is taking place
- b. *Monitoring* is checking, confirming, or correcting one's performance or comprehension during a listening task, monitoring of one's comprehension
- c. *Evaluating* is comparing the results of one's listening comprehension with an internal barometer of precision and completeness (O'Malley et al., 1990:422).

3. Socio-affective strategy

Gilakjani & Sabouri (2016:125) stated that socio-affective strategy is the techniques that listeners use to cooperate with others, to check their understanding, and to reduce their fears. In socio-affective

strategy students must know how to reduce anxiety, how to feel confident during listening activities, and generate motivation to improve listening skill. Thus, socio-affective strategy related to the cooperation of students with peers in achieving learning goals. This strategy categorized into three subcategories which are cooperative learning, questioning for clarification, and affective control over learning experiences. They included considering factors such as emotions and attitudes. It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (O'Malley et al., 1990:423).

In addition, Blanco & Guisado (2012:225) stated that there are five strategies that often practiced by successful listeners as follows.

1. Predicting information or ideas prior to listening
2. Making inferences based on prior knowledge
3. Monitoring one's own listening processes and relative success while listening It means that good listeners pay attention to what they do and what they do not understand
4. Formulating clarification questions in areas of confusion. It means that the learners ask question and give feedback to the speaker
5. Responding to what one has understood. It means that the learners react to what they hear

Based on the explanations above, the researcher will analyze students' listening comprehension strategies which divided into three strategies; cognitive strategy, metacognitive strategy, and socio-affective strategy.

2.7 Previous of Related Research

Like previous related research, several researchers revealed the listening strategies used by students. First, Hardiyanto & Tanjung (2021) found in their research entitled *Listening Strategies Employed by the Students at the Tertiary Level in EFL Setting*. This research used a descriptive approach involving six students. They are the low, medium, and high ability students. The researchers used interview guide as instrument to collect data. The findings show that from the six strategies, there are only five strategies used by students; namely social strategy, cognitive strategy, compensation strategy, metacognitive strategy and affective strategy. From this research, it can be conclude that memory strategy are not used by students. In high ability level, the students only one who tried to write on their notes.

Second, Hadi et al., (2016) mentioned in his research entitled *The analysis of Listening Strategies Used by the English Department Students of Faculty of Languages and Arts of Universitas Negeri Padang*. The study surveyed 19 members of second graders in k4 class. This study used descriptive research, and using questionnaire as a tool. The results showed that metacognitive strategies were the most frequently used strategy by students, followed by cognitive strategy, compensation strategy, affective strategy, social

strategy and least memory strategy. The two student categories differed in the intensity with which these strategies were used.

Third, Lubis et al., (2021) mentioned in their research entitled *Students' Listening Strategies to Cope with the Problems in Listening Class*. The research subject is the students of first semester who take Listening for General Communication subject. The data collected by questionnaire. The results showed that metacognitive strategy (50,4%) is the most used strategy employed by students. The second strategy is cognitive strategy (33,0%), and the last is socio-affective strategy (16,6%).

In summary, listening comprehension has different strategy used by every learner. There are many types of strategies used by the students. The most common are cognitive, metacognitive, and socio-affective strategy.

CHAPTER III RESEARCH METHODS

3.1 Research Methods

The researcher used descriptive qualitative method to answer the questions in this research. According to Creswell (2007:4) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. Likewise, Sugiyono (2015:8) said that qualitative methods are referred to as naturalistic methods in research because the research is carried out naturally and the data collected is also more qualitative in nature.

According to Creswell (2012:73) qualitative research divided into five kinds of approach, which are narrative research, phenomenological research, grounded theory research, ethnographic research, and case study. In this study, the researcher used case study approach because this approach explores a case deeply towards one or more people. Crowe (2011:1) stated that a case study is a research approach used to generate in depth and diverse understanding of complex issues in real life contexts.

Based on the explanations above, the researcher concluded that qualitative research is the research methodology which describes a phenomenon that occurs naturally. The researcher used a case study approach that examined seven students with high ability level.