

CHAPTER II

THEORY REVIEW

2.1. Definition of Listening

Listening is the first skill and basic ability in learning a new language that beginners have to learn. Listening is an main component of English as a foreign language. It seemed like the other skills such as writing, reading, and speaking. Listening is very influential skill, because it is the most universally used. People demanded to hear various types of English repeatedly and continuously if they wanted to communicate properly, meaningful, and naturally. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. The ability to receive will affect the ability to produce. Hendrawaty (2019, p.57) state that if they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills. According to Brown listening is a spoken or written response from the student that indicates

correct (or incorrect) auditory processing (2004, p.118), Nation and Jonathan “Listening is the natural precursor to speaking; the early stages of language development in person’s first language and in naturalistic acquisition of other languages are dependent on listening (2009, p.37)

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood.

2.2. Types of Listening

There are many types of listening. According to Brown (2004, p.120) some types of listening as follow:

1. Intensive

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

2. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3. Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

It can be concluded that listening has four types, the name is intensive, responsive, selective and extensive. Listening for the components of a longer stretch of language (phonemes, words, intonation, discourse markers, etc.), the act of hearing a brief passage of language (a greeting, a question, a command, a comprehension test, etc.) and then responding in like. Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as

classroom directions from a teacher, TV or radio news items, or stories). Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

2.3. Element of Listening

According to Shockingawful (2017, p.1) , said that there are four elements of listening, namely :

a. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define into two, focus on ears for listen the audio and focus on eyes for read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

b. General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the text. The listener can imagine to catch the general meaning of something they hear.

c. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

d. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It involves understanding the text and vocabulary to get the correct answer.

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2.4 Definition of Listening Comprehension

Listening as comprehension is the traditional way of thinking about the nature of listening. Comprehension is correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see "intension" used for both the composite and the primitive ideas, It illustrated that comprehension is the process to understand something G. Buck Assessing (Buck, 2001, P.1)

Rost (2011, p.168) said that listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. For many students, listening is the thing they feel most frustrated with. On the one hand, they cannot control the speed of speech and they tend to have difficulties decoding sounds that do not exist in their mother tongue

In addition listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement Gilakjani, (2020, p.978.). According to Hamouda (2013, p.113-155), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Based on definition above can be note that listening comprehension is the comprehension from the listening activity such as the word, sentences and meaning.

2.5 Difficulties of Listening Comprehension

To comprehend what English speakers say, a language learner needs a complex process starting receiving the message, relating to existing knowledge until they understanding. Due to this, many learners encounter more difficulties in listening than reading and writing. Therefore, since listening and speaking are part

of parcel of the spoken language, learners should be helped with any effective listening course (Richards & Renandya, 2010). Valuable material for listening task will further guide learners to make effective communication in the target language.

Some studies have been conducted in investigating problems faced by the students in listening skill. A research by Hamouda (2013) found that there were some difficulties in learning this skill. From the result, it can be inferred that there were several major listening comprehension issues faced by the learners such as pronunciation, speed rapidity, insufficient vocabulary, speakers' accent, lack of concentration, anxiety, and bad quality of recording. This is in line with the explanation above that listening problems includes intern and extern factors. Students anxiety, lack of vocabulary, and bad concentration were the major listening problems regarded by students. The explanation above the seven difficulties are as follow :

1. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation") or simply the way a particular individual speaks a word or language. Contested or widely mispronounced words are typically verified by the sources from which they originate, such as names of cities and towns or the word.

2. Speed Rapidity

Speed speaker deals with one's speaking speed; it also includes the matter of speaking fluency. The native speakers of English absolutely have higher

speaking speed than do the nonnative. Consequently, for an EFL learner, oral message uttered by a native speaker is more difficult to understand than that uttered by a non-native. Thus, it is not surprising that the listening test with a native speaker was much harder than that with Indonesian speakers of English for the students.

3. Insufficient Vocabulary

Limited vocabulary and interpretation, seem to relate with each other. Practically, a learner with limited vocabulary has big potential to misinterpret what he hears. This is exactly what happened with the students when having the listening test. Having poor vocabulary, many of them misunderstood what they heard from the recording. In fact, many words used in the talks they heard during the test were still new words to them.

4. Speakers Accent

Accent, is what the theories have not elucidated yet so far. It is known that in English speaking, there are some distinctive accents such British, American and Australian. Many of the students admitted that the matter of accent also troubles them when having a listening test. So far, the accent that they are familiar with is American accent, therefore, it is very difficult for them to catch oral information uttered in British and Australian accent.

5. Lack of Concentration

Another problem faced by the students in listening deals with their concentration level. Literally, this problems seems so psychological. In fact, when doing the listening, many of the students were unable to focus on every single thing uttered by the recorded speakers. When, for example, they found one part

unclear, they keep thinking of it and therefore could not move on to the next parts, and finally, there were not many things that they managed to capture from the. From the spoken messages. Accordingly, we it can inferred that the students' bad psychological state contributed towards their low achievements in the listening test.

6. Anxiety

Anxiety frequently becomes obstacle for nonnative students when they learn four skills in English including listening. The negative feeling of learning second language appears on students' perception students, who are still at a comparatively low level of English proficiency and thus more easily experience a feeling of uneasy suspense.

7. Bad of Recording

Bad recording will produce unclear sounds and the listeners cannot get clear meaning. Regarding all those difficulties, there must be strategies and methods which guide learners to overcome any problems in mastering listening skill. Meanwhile, some extern aspect such as speed delivery of speaking, pronunciation, accent, and poor quality of recording can also make students difficult to understand the spoken text. As we know that English has many accents and different way of pronunciation: American and British. This is one of challenges for EFL learners to know what the speakers means. Moreover, bad quality of tape will also influence students' comprehension. Bad recording will produce unclear sounds and the listeners cannot get clear meaning. Regarding all those difficulties, there must be strategies and methods which guide learners to overcome any problems in mastering listening skill.

From the explanation above it can be concluded that there are several difficulties that faced by the students, the first is The quality of sound system also affects understanding of listening. Low quality of recorded material could be caused by noises, or unclear pronunciation, the second is the major problem hindering in listening comprehension will affect to the students, vocabulary was too limited to understand the message, and then Not only difficulties come from the message, the listeners or the speaker but also come from the environment surrounding the students, also Noise is another environmental barrier to comprehension. Noise including background noises on the recording and enviromental noises can take the listeners mind off the content of the listening passage. And the last listening comprehension process is also a relatively complex psychological process. It is stated that when a students feels nervous or anxious may not be concentrated. When students felt uncomfortable students ability to listen is greatly reduced.

2.6 The Importance of Listening Comprehension

Listening to Nunan (2003, p.11), listening is likened as Cinderella in second language learning in which her statement are ignored by her elder sisters Nunan (2003, p.11). It means that listening is a primary skill that plays significant role in communication, that, without listening skills the communication cannot be done effectively. Both of those skills are required in communication in which is process involves both the speaker and the listener.

Further, Nunan (2003, p.11) added that listening is assuming greater and greater important in foreign language classroom. This relies of several facts

including role of input from listening. This skill provides students to gain valuable input from what they hear directly or indirectly from the native speaker and non-native ones. Without understanding input, learning cannot begin. Thus listening is important for the development of spoken language proficiency. Listening exercises gives opportunity for learners to draw new forms in language vocabulary, grammar, and new interaction pattern. In listening class, the students are often required to listen to monologue, dialogue, conversation, speech, and song from recordings. The speakers can be native or non-native. This is intended to exposed the students to comprehensible input that they can receive from what they hear. Input is very beneficial for language development.

Being able to comprehend the spoken words is highly demanded to make an effective communication. In the oral communication, people speak the language to express their ideas or intention, and listen to the speakers' utterances to know what is delivered to them, so that they can make good interaction. Therefore, listening is significant in running verbal communication. The interaction will not be effective without listening. Its important is also lied on the fact that students consumed most of their time listening to teachers' speech and explanation. They engage in different listening activities at school everyday. This fact shows that listening should be mastered very well by English language learners. The better they listen, the more understanding they gain. By listening they can get comprehensible input which can be used in their speaking and other language skills. Teaching listening becomes the more developed level of interest in these current years than it did before. Presently, college entrance tests, school leaving and other assessments regularly incorporate listening components.

Richard (2018, p.7) Said that this is signifying that listening skill is a core component of second language proficiency.

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2.7 Factors Affecting Listening Comprehension

There are various explanation about factors affecting students listening comprehension. Imhof and Janusik (2006) explains that there are two factors that affect listening comprehension, they are cognitive and affective factors. Cognitive factors include linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, first language listening ability, sound discrimination ability, and working memory capacity. While, affective factors include factors such as anxiety, motivation, and self-efficacy.

Cognitive factors:

1. Vocabulary Knowledge,

Students sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word which make the students miss the next part of the speech.

2. Syntactic Knowledge,

This involves the way words are assembled and sentences are constructed in a particular language that is difficult to identify by the students.

3. Discourse Knowledge

Refers to awareness of the type of information found in listening texts, how that information might be organized, and how listeners can use the information to facilitate comprehension. Pragmatic Knowledge, pragmatic knowledge involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance. Students generally apply pragmatic knowledge to determine a speaker's intention by elaborating on what they heard based on the contextual information.

4. Metacognition

It is management techniques used by students to control their learning through planning, checking, assessing, and changing the information that make easy to understand. Prior Knowledge, refers to all the conceptual knowledge and life experiences that language learners have acquired and are available for comprehension purposes to fill in missing information as they listen. Listening Ability L1 Listening Ability, L2 listeners already possess an acquired listening competence in their first language (L1). The degree to which this ability might contribute to L2 listening ability has only recently been examined. Sound Discrimination Ability means listening ability that may transfer from L1 to L2. This is contributes to growth in listening ability and vocabulary learning, particularly with children at a beginning level of language proficiency.

5. Affective factors

- a. Anxiety it is feeling of worry and emotional reaction that arises while listening.
- b. Self-efficacy it is the basis for self-confidence and motivation, refers to learners' beliefs about their ability to successfully participate in learning activities.
- b. Motivation, motivation is the factor that determines a person's desire to do something, it is defined as some kind of internal drive which pushes someone to do things in order to achieve something.

6. Strategies to Improve Listening Comprehension

Concept of Listening Strategies While learners study, they though with their brain. But, they also have purpose to achieve in the future. Learning strategies are the conscious thought and action which learners take to accomplish a learning objective (Chamot, 2004, p. 14). Learners plan action to be performing in class. Furthermore, while studying, listening plan their own strategies to improve skill in subject such as listening skill which has listening strategies. In recent years, many EFL students have difficulties in listening. in order to make their listening improvement and solve the problems while they are listening, they need strategies for improvement. Listening strategies are techniques or activities which contribute directly to the recall of listening input (Renukadevi, 2014, p. 59). However, to achieve EFL learners listening improvement, they need technique. In short, the way learners study can make better or bad result for them. So, learners must have strategy in the way they study while they are teaching and learning process in class.

7. Strategies in Teaching Listening As one of language skills

Teaching listening has been developed many years through various approaches, methods and strategies. Hence, researches on listening skills have revealed some strategies for teaching listening effectively. Instructors have to recognize strategy used for learners to assess its effectiveness. Strategies are in relation to specific needs of a listening program. Teachers should attempt to make them aware of the value of strategies or to instruct them in strategy use (Field, 2008). Hence, strategies employed in listening class should be fit to students' need. Actually, students have their own strategy in overcoming listening problem for example when dealing with speech that occurs in noisy conditions because they already have experience of using similar strategies in L1 (Field, 2008). Hence, when listening to L2 speech from recordings, they automatically employ that strategy. However, there are a lot of problems in speaking class that need teachers' strategy for help. According to Field (2008), knowing the purpose of listening and activating prior knowledge are strategies that should be used in listening class to ease students' comprehension. Knowing the purpose of listening is vital to begin teaching listening. O'Malley and Chamot (1990), support that knowing the listening objective is a significant to teach listening since it supports students to manage and reflect on their learning. The students as listeners in language class always have purposes for listening. It may be to seek the pleasure or to get the information. Thus, it is very important that the teachers explain the purposes of listening before beginning the lesson. This will make them prepare themselves to listen well to the content. To listen effectively, it is important to state the purpose of listening itself. Before getting

into the lesson, teachers need to tell the students about what they what to achieve from the listening activity. This helps them to focus on the target of the lesson. Students can listen for many purpose.

They can listen to a song played from their smart phone, radio, small discussion, or news report. But, in case of language 27 teaching, they should be directed and informed the purpose of listening activity they are involved in the classroom. It lead them to be focused on what they have to reach for learning purpose. Activating prior knowledge is also needed to listening comprehension. They can link what they have known with the new information in the listening task. Hence, the greater base knowledge they have, the easier they can get the meaning. Students are assumed to have great database in their brain, so that listening to certain material will activate their underlying knowledge which can process the information. They should be aware of linking the new information with the old one.

2.8 Previous Related Research

Actually, there are many who have done about listening based on their difficulties. The first has been conducted by Ahsaniah (2012) students' difficulties in learning to listen, conducted the research at MAN Negara in Bali. Her result of research reported that the students were lack of vocabulary, so they had difficulty to understand the recording in listening section. The result of the research shown that students' difficulties in learning listening at the eleventh grade of MAN academic year 2011/2012 are the students had difficulty to discriminate voiced and voiceless and minimal pair sounds in phoneme discrimination test, they were

also lack of vocabulary. Thus, they had difficulty to understand short dialogue by answering multiple choice items. The students did not understand the grammar that used in the text and they had common mistakes in spelling in filling in the blank question.

A study of Ramadhianti, And Somba, S (2021) Effectiveness of Project Based Learning Models, on the difficulty of listening comprehension of Indonesian EFL students with the participation of 85 students in the basic listening class of the Indraplasta University PGRI English Education Program. As a result, the most listening problems faced by EFL students are the speaker's speaking speed, the various accents used by the speaker, and the long description of the listening text. Several strategies need to be developed to identify these barriers to the listening process. In listening exercises, the instructor must be aware of the student's problems.

From related previous related above. There are many the research that related with this research. The purpose of related previous research is to make the researcher can more easier to make this research, the researcher will do the research at the tertiary level, and also the researcher hope this research can useful for the next researcher. The similarities this research with the previous related research is about the learning strategy in speaking skill used by the students to improve they speaking skill. It can be concluded that the previous related research helped the researcher and also helped the next researcher that the same titled about learning strategy in speaking skill, and the similarities are discussed about the strategies in speaking skill.