

CHAPTER II

LITERATURE REVIEW

This chapter present (1) correlational study, (2) the concept of autonomy, (3) factors influencing development of learners' autonomy, (4) the concept of listening comprehension, (5) the problems of listening comprehension, (6) process of listening comprehension, (7) types of listening, (8) previous related study, (9) hypotheses and (10) criteria of testing hypotheses.

2.1 Correlational Study

In this study, a correlational study design was applied. In correlational study is aimed at finding out the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. Moreover, Creswell (2012) argues "correlation is a statistical measure to determine the tendency of two or more variables to vary consistently" (p. 338). Although, the main goal of a correlational study is to determine relationship between variables, and if a relationship exists, a regression equation could be used to make prediction to a population. And this study I refers to the relationship between learners' autonomy and listening comprehension.

In this design, to know the correlation result, a numerical index provides information about the strength and direction of the relationship between two variables. Furthermore, Cohen, Manion, and Morrison (2007), suggest the interval coefficient for interpreting the correlation coefficient which is showed in table 1:

Table 1
Correlation Coefficient

Table 1. Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00 – 0.344	Very Weak
0.35 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Note: Cohen, L., Manion, L., & Morrison, K.(2007, p.536)

It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1. If the number is greater than 0, there is a positive correlation. If the is equal to +1.00 or equal to -1.00, the correlation is call perfect. Positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low score on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, while low scores on one associated with high scores on the other variable. Then, if the r-obtained is at or near 0, it indicate no correlation.

2.2 The Concept of Autonomy

Learners' autonomy in education is essential in order to have long lasting and effective student outcomes. The concept of learners' autonomy, promote by Holec and others in the language education. According to Holec (1981), "learners'

autonomy is the ability to take charge of one's own learning" (p. 3). Dickinson (1995) states, autonomy as attitude of learners towards learning through which learners practice to take responsibility for learning. Then, Lazar (2013) found "learners' autonomy means taking responsibilities for someone's own learning, which signifies that the learners study on their own in a very effective way" (p. 460). All language learners have the capacity to becoming independent and autonomous learners.

In comparing autonomous learners and non-autonomous learning, autonomous learning is more effective, but they do not have to learn by themselves. Benson (2001) "advocates of autonomy basically are concerned with the ability to learn effectively to reach personal goals" (p.189).

2.3 Factors Influencing Development of Learner Autonomy

Developing learners' autonomy ultimately may lead to having greater proficiency in language use. In addition, Little (2003) mentions there were some factors that influence learners' autonomy such as: awareness, responsibility, role of the teacher, and language strategies.

2.3.1 Awareness

They aims to make learners aware of the goals, content and strategies underlying the materials they are using. The ability to monitor our emotions and thoughts from moment to moment is key to understand ourselves better, being at peace with who we are and proactively managingg our thoughts, emotions, and

behaviours. Alongside that, the learners will also be thinking about the learning strategies they use and which ones they prefer.

2.3.2 Responsibility

People know that when they work with others the outcome will not be as if they were to do it alone, and accept the results. They do their best to assist those they perform actions with and accept the limitations of others. They may provide information as a suggestion but do not force it on others as they believe that others will learn in their own time.

2.3.3 Role of the teacher

He states that whether the teacher views learner autonomy as a right or as a distant goal, the teacher roleplays the facilitator, counselor and resource. As a facilitator, the teacher has to motivate learners and raise their awareness towards the learning task. The technical support consists mainly in helping learners plan their learning, defining their objectives, finding the materials and evaluating themselves. It also involves helping the learners acquire skills to implement their autonomous learning.

2.3.4 Language Learning Strategy (LLS)

Language learning strategies are the special thoughts or behavior that individuals use to help them comprehend, learn, or retain new information. LLS have crucial significance in second language learning and teaching. Moreover, Brown (2007) mentions “using language learning strategies can help the learners to develop their autonomy in foreign language learning” (p. 405). By considering

this point that language learning strategies can be taught, it is very important to investigate on what fields this process can be applied.

2.4 Listening Comprehension

2.4.1 The Concept of Listening Comprehension

Listening is a process of understanding that includes hearing and a process of establishing meanings which aimed to get the information of what is heard. In addition, Gilakjani and Sabouri (2016) state “listening as a process of receiving what the speakers says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy” (p. 1671). By listening the learner can receive and understand the message of the speaker and enables learners to interact in spoken communication. Samy argues:

The signs of poor listening skill are: failing to allow others the opportunity to speak, not making proper eye contact with the speaker, not paying attention to the speaker and interrupting, ignore what is discuses and focusing on their own view, asking question that show they are not listening and demonstrating through their body language that they are not listening (as cited in Herlina, 2016, p. 54).

To listen well, students have to comprehend the meaning of the spoken language. Meanwhile, Brown (2007) states “listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain” (p. 249). Therefore, students must be having a lot of

practice to English in order to develop this ability. Then, Gilakjani and Ahmadi (2011) defined “listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, from meaning, from passages, and associate what they hear with existing knowledge” (p. 979). If students have a good listening ability in English language, it would be very easy for them to listen the English music, radio, study, or communicate with foreigners.

2.4.2 Problems of Listening Comprehension

Looking deeper into details, Bingol, dkk (2014) found there were a lot of difficulties that students may face in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1. Quality of Recorded Material

The quality of sound system can impact the comprehending of learners’ listening.

2. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners’ understanding. If the listening task involves completely different cultural materials, then the learners may have critical difficulties in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities.

3. Accent

Speaker's accent become one of the most significant factors that affect listener comprehension. Unfamiliar accents both native speakers (British and America) can cause serious problems in listening comprehension and familiar with an accent helps learners' listening comprehension.

4. Unfamiliar vocabulary

If students know the meaning of words this can make their interest, motivated and can have a positive impact on their listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5. Length and Speed Listening

The biggest problem in listening comprehension is the listeners are not able to control how quickly speakers speak. When they are listen for long time and keep all information in their mind. It is very difficult for the lower level learners to listen more than three minutes and complete the listening task. Short listening passage make easy listening comprehension for learners.

Based on the explanation above, there are so many problems in listening comprehension may be faced by learners in Indonesia. Since English as a foreign language, the learners cannot control speed of the speaker speech, cannot replay a recording section, the learners do not have a lot of vocabulary knowledge, poor grammar, lack of concentration, and also sometimes the learners know about the meaning of the passage but cannot comprehend the surface meaning.

2.4.3 Process of Listening Comprehension

Listening skill need certain some process that allow people to be good listeners. However, Tyagi (2013) states there were five steps involved in the processes of listening comprehension. They were hearing, understanding, remembering, evaluating, and responding.

1. *Hearing*, refers to perception of sound convolve; you must hear to listen, but you do not need listen to hear (perception important for listening depends on attention).
2. *Understanding*, this step helps the learners to comprehend the symbols we have seen and we must analyze the meaning of the context in which the symbols occur.
3. *Remembering*, it is necessary in listening process because what we hear and received sometimes different what is remember in our mind.
4. *Evaluating*, this step is beginning of the listening process before a message completed.
5. *Responding*, this step is the way of speakers to determine the process of listening.

In addition, Brown (2007) states listening skill needs certain some processes that allow people to be good listeners, those processes are bottom – up processing and top – down processing, they are:

1. Bottom – up Processing

Bottom – up approach consists of the ability for the reader to decode the linguistic information in a written text in gradual way.

2. Top – down Processing

Top – down model emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words.

Top – down processing and bottom – up processing are important for students because both can improve students' listening skill. It will need to be taught if learners become competent in activities that prepare to be effective listeners.

2.4.4 Types of Listening

Based on objective and manner in which the listener takes and respond to the process of listening, Rost (2011) mentions there were six types of listening. They were:

1. *Intensive listening*, intensive listening refers to listening closely for precise sound, words, phrase, grammatical and pragmatic unit. The learning focus on phonology, syntax, lexis, and teacher gives feedback on accuracy.
2. *Selective listening*, refers to listening with a plan purpose in mind, often to gather specific information to perform a task. In selective listening focus on 1) learners attempts to extract key information and construct or utilize information in a meaningful way, and 2) teacher gives intervention during task and feedback on task completion.

3. *Interactive listening*, refers to a type of conversational interaction in which the listeners takes a leading role in understanding, through providing feedback, asking question and supporting the speakers. The activity focus on 1) learners interacts verbally with others, in collaborative task, to discover information or negotiate solutions, and 2) teacher gives feedback on form and outcome of interaction
4. *Extensive listening*, refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language instruction, and listening for pleasure. The activity focus on 1) learners listen to longer extracts and performs meaning oriented task, and 2) teacher directly gives instruction on comprehension strategies, global feedback from teacher.
5. *Responsive listening*, is a type of listening practice in which the listeners response in the goal of the activity. The activity focus on learner seeks opportunities to respond and convey her own opinions and ideas.
6. *Autonomous listening*, autonomous listening refers to a self – directed listening activity in which learners choose what to listen to, seek feedback on their comprehension, respond in ways they choose, and monitor their own progress. The activity focus on decides on own pattern of interaction with others and management of progress.

In addition, Tyagi (2013) found there were some different types of listening, they were:

1. Active listening

Active listening refers to the shows interest and motivate continued speaking. And also, not only focus on fully of the speaker but also actively showing verbal and non-verbal of listening.

2. Appreciative listening

Appreciative listening refers to listen for something pleasure, like listen to music for enjoyment.

3. Attentive listening

Listening properly and be careful showing attention, if the person denies this listen for a more accurate feeling. Remember to “listen to” body language and actions as well as words.

4. Biased listening

This occur when the person hears only what they want to listen. Typically misinterpreting what the other person says based on the stereo type and other biases that they have.

5. Casual listening

This occur without properly showing the attention. Everything that we hear is being observed by the brain and directly in enhances our memory to the point that we can recall certain type of accent which were being spoken and even more.

6. Comprehension listening

Refers to we listen to understand new practice or new procedures and how well we perform depends on how well we listen.

7. Critical listening

Critical listening depends on the listener keeping all the elements of the message in the analysis and in perspective: source credibility, logical argument, and psychological appeals.

8. Deep listening

In deep listening you listen between lines what is said, listen the emotion, watching the body language, detecting need and goals, and to comprehend the personality of people and unsaid meaning.

9. Discriminative listening

Listening for specific purpose, whereby the difference between difference sounds is identified. Nowhere, attention is being more important factors than in effective discriminative listening. Because, if you can't hear differences, then you can't make sense of the meaning that is expressed by such different.

10. Empathies listening

To shows the empathy and to know the other feeling. When we are truly empathetic, we actually feel what they are feeling.

11. Evaluative listening

Evaluative listening occurs when the speaker is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs.

12. Inactive listening

Inactive listening means you listen to something without focusing it. But, does not means that the listener is not paying much attention to the speaker.

13. Judgmental listening

Judgment listening refers to evaluate what someone else says and being careful to criticize the person who you are listen to.

14. Partial listening

Partial listening is what of us do most of the time. We listen to the other person with the best intent and then become distracted by something that the other person say.

15. Reflective listening

Reflecting listening refers to trying to understand the feeling contain in what the other saying, not just the facts or ideas.

16. Relationship listening

The purpose of relationship listening is either to help an individual or to improve the relationship between people.

17. Sympathies listening

Sympathies listening includes inclination to think or feel a like emotional or intellectual accord.

18. Therapeutic listening

Refers to helping individual with sensory processing know what the other feeling and try to understand them

19. Total listening

Give a more attention in active listening and found through how it is said.

Moreover, Brown (2007) explains there were some types of listening performances, such as:

1. Reactive

It means that listening is used for repeating the speaker's say. For example, the teacher give learner an individual drill that focus on pronunciation.

2. Intensive

Intensive is used for perception of component (phonemes, words, intonation, discourse maker, etc.) of a larger stretch of language in listening activities.

3. Responsive

Responsive means a relatively short stretch of a language (a greeting, question, command, comprehension, check, etc.) in order to make equally short response in listening activities.

4. Selective

Refers to a processing of discourse such as a short monologue for several minutes in order to scan for entertain information.

5. Extensive

It can be described that extensive is used in listening to develop a top – down, global understanding of spoken language.

6. Interactive

This type could combine in all type, it also integrated with speaking or others skill in the authentic give and take of communication interchange.

2.5 Previous Related Studies

There are some previous related studies that have been done before. The first study was conducted by Safari and Tabatabei (2016) entitled “Relationship between Autonomy and Listening Comprehension Ability among Iranian EFL learners”. This study examines 106 in Iranian EFL learners. For data collection, it used an autonomy questionnaire by Kashefian and OPT (Oxford Placement Test) version II. The result indicated that there was relationship between autonomy and listening comprehension but not in gender.

The second study was conducted by Faramarzi et al (2016) entitled “Autonomy, Critical Thinking, and Listening Comprehension Ability of Iranian EFL Learners”. This study aims at identifying the relationship among autonomy, critical thinking ability and listening comprehension ability of Iranian EFL learners. 114 male and female learners learning English as a foreign language participated in this study. The result indicated there was a significant positive relationship between autonomy and critical thinking ability of learners. Moreover, that learners with high autonomy level has the best listening comprehension ability.

The third study was conducted by Tabrizi and Saeidi (2015) entitled “The Relationship among Iranian EFL Learners’ Self – Efficacy, Autonomy, and Listening Comprehension Ability”. 90 female learners of intermediate level participated in this study. They were between 16 and 24 years old. The result

show there was a positive correlation among Iranian EFL learners' listening self-efficacy beliefs, listening autonomy, and listening comprehension ability.

The last study was conducted by Arcoc (2008) entitled "The Impact of Learner Autonomy on the Success of Listening Comprehension". His examined of 57 learners of Trakya University. The result showed there was no significant relationship between autonomous learning and listening comprehension ability of the learners

2.6 Hypotheses

The following hypotheses was formulated:

1. H_0 :There was no significant correlation between learners' autonomy and listening comprehension of the eleventh grade students at MAN 2 Palembang?
 H_a :There was a significant correlation between learners' autonomy and listening comprehension of the eleventh grade students of MAN 2 Palembang.
2. H_0 :Learners' autonomy did not significantly influence listening comprehension of the eleventh grade students of MAN 2 Palembang
 H_a :Learners' autonomy significantly influenced listening comprehension of the eleventh grade students of MAN 2 Palembang.

2.7 Criteria of Testing Hypotheses

To test the hypotheses above I was use criterions:

1. – If p – value is lower than 0.05 ($p < 0.05$), the level significance is 5%, H_0 is accepted, and H_a is rejected.
2. – If p – value is higher than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected, and H_a is accepted.