

CHAPTER II

LITERATURE REVIEW

2.1 The Concept of Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages. Helgesen (2003) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind. Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

The skill of listening is an essential part of communication and a basis for second language learning. According to Nunan (2003), listening is a process of decoding the sounds that are heard from the phonemes to the text completely. Brown (2001) suggests that learning to listen really means learning to respond and continue responding to listening as a chain. Listening skill means the skill of listening in order to understand the meaning of what is being listened to. The process of listening will help learners to respond to what is being asked/said. Moreover, listening is the key to all effective communication; without the ability to listen effectively messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated. In addition, Hughes (1991) mentions two skills involved in listening, they are micro-skills and macro-skills. In micro-skills, to understand what someone says, a listener has to interpret intonation patterns, recognition of functions and structures, cohesive devices, detect sentence constituents and recognize discourse markers. In macro-skills, to understand what someone says, a listener has to be involved with listening for specific information and obtaining the gist from what is being heard or the listener should get the general idea of the information from following instructions or directions.

2.2 The Process of Listening

Listening is an active process by which we make sense of, assess, and respond to what we hear. Kline (1996) specified the process of listening through five steps which are divided into two groups:

a) The first three steps are the necessary steps which are receiving, attending, and understanding.

1. Receiving is “The first step in the process of listening is receiving. It is a process whereby the listener is receiving the message from the speaker and leads to the next step of the process.” Kline (1996), the steps could not be continued if the message is not received by the listener or they are not interested in it.
2. Attending is the process when the listener should pay attention to the speaker that gives the message. In other words, the listener will reject other sounds and focus on the message of one speaker. This process is determined by three conditions which are selectivity, strength and sustain. Selectivity means the reason the listener pays attention to the selected sound. Strength means that the listener must have the effort and willingness from within to pay attention to certain sounds. The last condition that Kline (1996) stated is sustain. It means the length of time that it will take to pay attention. The attention will gradually decrease along with the strength or energy that the listener had. For example, in the beginning of the lesson in the classroom all students are paying complete attention to their teacher’s explanation. Then, as the time passes by, some students start to feel sleepy or start talking with their friends which means they are starting to lose the attention of what their teacher explained.

3. Understanding is the situation whereby the process of listening becomes an effective communication. The listening process does not work until the listeners understand the message. The listener must understand the meaning of the verbal (spoken) sounds as delivered by the speaker.
- b) The secondary process consists of two steps which are responding and remembering.
1. Responding is an additional step along with remembering after the first three steps have been done. Without these two steps, the listening process may effectively end, and if it just ended by the understanding process and message of the speaker then might be called one-way communication. Therefore, the response may be needed as feedback of what the speaker gives. It also lets the speaker know that the message was received, attended to, and understood.
 2. Remembering is a step where the listener stores the full message or certain meaning of the message into their memory so that they can recall it later.

2.3 Teaching Listening

2.3.1 Principles of Teaching Listening

The students are difficult to do or understand something without teaching. There must be a teacher who teaches them to make them understand. Brown (2001) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be “Language material intended to use for training listening comprehension should never be presented visually first.” Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action. The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners.

In teaching listening skill, there are certain principles which is needed by the teachers to help them creating their own techniques, activities, and philosophy towards teaching listening skills. According to Brown (2001), there are some principles of teaching listening skill that should be known by the teacher.

1. Include a focus on listening in an integrated-skills course. Even if your curriculum is not dedicated to the integration of all four English skills, remember that it is important to create effective listening techniques which requires the attention of the student to focus on spoken language.
2. Use techniques that are intrinsically motivating. Teachers should try appealing to the listeners’ personal interests and goals.

3. Utilize authentic language and contexts. Having authentic language and real-world tasks enables students to see the relevance of classroom activity to their long-term communicative goals.
4. Carefully consider the form of listeners' responses. We can only infer what has been comprehended through students' overt (verbal or nonverbal) responses to speech.
5. Encourage the development of listening strategies. Many students listen to words but don't know what it means to actively listen and are therefore in need of listening skills which extend beyond the classroom.
6. Include both bottom-up and top-down listening techniques. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final "message." Top-down processing is evoked from "a bank of prior knowledge and global expectations" and other background information that the listener brings to the text.

2.3.2 Extensive and Intensive Listening

Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. It provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking through habits as a result of the spoken English they absorb, and helps to improve their own pronunciation.

2.3.2.1 Extensive Listening

Extensive listening provides chances for students to listen to various sounds. Harmer (2001) defines that extensive listening is similar with extensive reading whereas both help the students acquire the phonological systems - pronunciation, sounds, stress, intonation and linking. Extensive listening is “where a teacher encourages the students to choose for themselves what they listen to and to do so for pleasure and general language improvement.” The material could be found from a number of sources, and this activity takes place outside the classroom meaning the activity is not limited by a certain time. The students can do it at their houses, or when they travel elsewhere. However, teachers should take the role as guidance which is giving some explanation to the benefits of extensive listening. Then, the teacher and students come to some kind of agreement about how much and what kind of listening they should do (Harmer, 2001). In conclusion, extensive listening makes the listening experience more diverse and authentic. It helps learners comprehend spoken language better because they receive input from more than one mode and various sounds.

2.3.2.2 Intensive Listening

Intensive listening is divided into two groups based on the way of the listening is applied: intensive listening using taped material and intensive listening ‘live’ listening.

a. Intensive listening using taped material

Listening is one of the four English skills, therefore in teaching the students in the classroom listening is included in the material integrated with other skills. The activity of teaching listening as the material of teaching in the classroom that using taped material at certain times is known as intensive listening. Harmer (2001) explained that intensive listening use taped materials has some advantages and disadvantages:

Advantages: the material is definitely available and it allows the students to hear different voices. The taped material will provide various voices, especially from the native speaker. They will find some different situation in the material, and it will help them to understand the way to pronounce certain words or sentences, understanding the phonological systems – stress, linking, and intonation.

Disadvantages: the problem will be found in a big classroom with poor media of listening. For example the poor record that makes audibility becomes the concern of the students. It would create difficulty for all the students in the room to equally hear the taped material. Another problem is the speed of the speaker, each students has a different ability in listening which means each student has a different ability in comprehending the material. Furthermore, while listening to the same taped material they cannot interact with the speaker.

b. Intensive listening: 'live' listening

Obviously, in live listening the students can interrupt the speakers and ask for clarification when they do not understand certain material. The disadvantage of intensive listening using taped material becomes an advantage to live listening.

A popular way of teaching listening is through live listening, where the teacher-visitor talk to the students. Harmer (2001) wrote that live listening can take some forms, as the following:

- a. Reading aloud: the integrity of skills that combine the ability of students in reading skills with listening skills. It is an enjoyable activity where the teacher reads certain text aloud in front of the class. Furthermore, the teacher could read and act out the text that he or she read, or role play in front of the class by asking colleagues to help him or her act out the play. When the students listen to what their teacher read, it allows them to identify the spoken version of the written text.
- b. Story-telling: in this activity the students and teacher equally active, when the teacher tell a story the students will be asked to predict the up-coming story based on previous story that they listened from their teacher. Students also be asked to described about the characters that involved in the story or give comment about the story.
- c. Interviews: the activity will asked for the creativity of the students in speaking skill, they probably could not have similar answer with other

students while the teacher act as interviewer or they could not adopt the similar question from other when their teacher ask them to be interviewer.

- d. Conversations: in this section of live listening, teacher could ask or invite certain person or his/her colleagues to the classroom. Then they are do some conversation in front of the classroom, so the students could watch the interaction as well as they listen to it.

2.4 Difficulties in Teaching Listening

According to Vandergrift & Goh (2012), listening and thinking processes are not easily observed by others or even by learners themselves. This often makes the teaching of listening difficult. Listening, unlike writing, speaking, and even reading, is typically done in real time where the input is transient and there is little record of what happens during listening. Teachers therefore find it difficult to teach listening in the way they teach the other language skills.

Graham and Santos (2015) state that there may be at least two important factors leading to a general perception of listening as a difficult skill to be taught. The first one is that, compared to other skills, listening has been under-investigated (Field, 2012; Vandergrift, 2007; Vandergrift & Goh, 2012), which means that it is fair to argue that we know less about the development of listening than we know about the development of reading, writing or speaking. Another potential factor leading to teachers' perception of the teaching of listening as challenging may be related to insufficient attention given to listening pedagogy in teacher training programmes and beyond. In our project we asked respondents

about instruction in the teaching of listening received during their initial teaching training programme. They indicated a mixed scenario, with 50 per cent of them saying that listening received the same or more attention than the other skills, and another 50 per cent reporting the same or less attention. When we asked them to indicate how much training on listening pedagogy they had received beyond their initial teaching qualification (that is, once they were 'in-service'), only 18 per cent of them indicated that they had experienced such further training.

2.5 Previous Related Studies

In this part, the previous related studies are described. The first previous related study was written by Alrawashdeh (2015) entitled "**Difficulties that Teachers of English Encounter while Teaching Listening Comprehension and their Attitudes towards them**". The objective of this study was to investigate the difficulties that encountered teachers of English while teaching listening comprehension and their attitudes towards listening comprehension in Karak schools in Jordan, Middle East. To achieve the objectives of the study, the researcher used two instruments, a teacher's questionnaire and informal interviews. The results revealed regarding the questionnaire that covered three domains. The most important problems that consider to be major obstacle in applying the Listening comprehension skill; number of students in the class, the lack of tools such as CD and tapes which are related to authentic materials, the lack of teachers' motivation towards teaching listening comprehension and lack in teachers proficiency. The attitudes of teachers towards listening comprehension were very negative, because teachers believe that most of the academic stages do

not need to activate this skill, and lack of accessories that came with the curriculum related to listening comprehension skill. As the lack of students' motivation affect negatively on the teachers motivation in teaching listening comprehension.

In relation to the previous study, the similarities and the differences are found out between this study and Alrawashdeh's study. The similarities are as follows: both Alrawashdeh and this study discuss about difficulties that English teachers faced in teaching listening comprehension. While, the differences are as follows: I will conduct the study at MAN 1 Palembang in qualitative research by using interview while Alrawashdeh (2017) had conducted his research in quantitative (quasi-experimental) method and used two instruments, a teacher's questionnaire and informal interviews.

The second previous related study was written by Afroz (2017) with the title **“Difficulties Bangla Medium Students Face in Listening Comprehension in ESL”**. The objective of this study was to investigate core problems in listening comprehension encountered by Bangla medium school students of our country who are learning English as a second language (ESL). This study also tends to give explanation and suggestions to fight against these problems. Therefore, this study tends to look into learners attitudes, difficulties, and obstacles in achieving ESL listening comprehension skill. The results of the study revealed that students face various difficulties when listening to native English or English's because of several reasons such as unfamiliar vocabulary, colloquial expression, and different range of accent, speech rate, and learner the obstacle and so on. Afroz (2017)

concluded that students from Bangla medium can improve their listening skill if they with proper training and teaching materials such as language lab, regular listening practice and listening evaluation test at the end of the academic session. This study also recommended teachers and educational institutes to include speaking and listening skills in their curriculum and teach different listening learning strategies such as; Top-down, Bottom-up, Listening for Answers, Taking Notes, Talking About New Words etc.

In relation to the previous study, the similarities and the differences are found out between this study and Afroz's (2017) study. The similarities are as follows: both Afroz (2017) and this study discuss qualitative study. While, the differences are as follows: I will conduct the study at MAN 1 Palembang in qualitative research in order to find out the difficulties faced by the English teacher in teaching listening comprehension by using interview while Afroz (2017) had conducted the study in order to find out difficulties' faced by students in learning listening comprehension with a listening test. A total of 30 Bangla medium students of beginning level from different schools were selected for the test. After the listening test, they were asked to complete the questionnaire with 15 questions. In order to investigate what are the obstacle in the path of their listening skill, their English teachers were asked complete a questionnaire in the process of interviewing.

The third previous related study was written by Hichem (2013) with the title **"An Investigation on Listening Challenges facing EFL Learners a Case Study of Second Year English Students at Biskra University"**. The objective of

this study was to determine the listening problems and challenges which faced by foreign language students at their age studying English in Mohammed Khaider University of Biskra in Algeria. From the obtained results in student's questionnaire, Hichem has a general idea about the problems of listening skill in English language towards students' developmental proficiency to enhance their speaking language. The majority of students contribute by providing the appropriate responses to reach the goal of this study, our sample includes 40 students.

In relation to the previous study, the similarities and the differences are found out between this study and Hichem's study. The similarities are as follows: both Hichem and this study discuss about problem and challenge in listening comprehension. While, the differences are as follows: I will conduct the study at MAN 1 Palembang in qualitative research in order to find out the difficulties faced by the English teacher in teaching listening comprehension by using interview while Hichem had conducted the study in order to find out difficulties' faced by students in learning listening comprehension with prepared a questionnaire directed to the students. Hence, the sample population includes forty (40) second year students at the English Department of Biskra University, aged between seventeen (17) and twenty-four (24) years.