

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of listening, (2) types of listening, (3) the importance of listening skills, (4) the components of teaching listening, (5) the problems of teaching listening in English classroom, and (6) previous related studies.

2.1 The Concept of Listening

Listening is an ability to receive and describe sounds in a certain language to get the message conveyed. Hamouda (2013) defined that listening is a process of understanding the information about what people hear that deliver them to have good comprehension (as cited in Ahmadi, 2016, p.8). Gilakjani and Sabouri (2016) state that listening is the process of receiving what interlocutor conveys, catching information with questions and response, catching information by involvement, creativity, and having the same feelings about the others. After that, Ulum (2015) mentioned that listening is an active process done by people which occurs when someone not only listens but also combines what is heard with familiar information to him/her. It can be concluded that listening is an active action done by people in receiving sounds of language to get information about what is listened or heard.

In learning a foreign language, listening has a very good function in order to achieve the target language. Research conducted by Yavus and Celik (2017) revealed that listening skills can be used to improve speaking skills even though there are so many things to be concerned with. Then, Asemota (2015) had shown that good ability is very beneficial for language acquisition. Therefore, it is

recommended for teachers to direct learners for language achievement. According to Latha (2018), the role of listening in the context of learning foreign language is to help students to identify speakers' accent and to get good comprehension about particular oral languages. In summary, the existence of listening in learning foreign language has an influence to target language achievement.

2.2 Types of Listening

Listening is considered as an active process in accepting and cultivating the sounds in particular languages in the purpose of understanding the information conveyed by speakers. In the process of listening activity to help students develop their listening ability, listening originates from different forms which are based on different classifications of types. According to Farrell (2013), there are six types of listening which must be given more attention namely intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.

2.2.1 Intensive Listening

Intensive learning is giving attention to the language of the listening text in order to understand mental lexicon, phrases, linguistic structures, certain voice, or the patterns of intonation which function as the facility of acquiring language and provide exercises in accepting the nuances in a language to be included in listening subject. Al-Baekani (2019) revealed that the role of intensive listening skills is to support students to provide exercises for them for listening ability enhancement. Furthermore, Renadya (2011) stated that one of approaches used in second language classroom is intensive learning because it can be used to teach learners new linguistic orders and lexicons. Additionally, Ivone and Willy (2019)

mentioned that the advantage of intensive listening is basically to encourage students to listen to the given materials they are willing to learn. Pointedly, intensive listening is a kind of listening which serves exercises for students.

2.2.2 Selective Listening

Selective listening engages the concentration of a particular deliberate objectives in mind. After that, intensive learning focuses on the clear message in language and attends to understand content, and to relate irrelevant information. According to Takidze (2016), selective listening is a means which enable students' evaluation and motivation. Then, Pulungan et al. (2019) confirmed that the levels of listening have to be synchronized with how to organize the information heard to be received for the success of ability, intelligence, and motivation. Rost (2011) stated that selective listening refers to listening designed to signal a certain information. Hence, selective listening is another type of listening which aims to provide how students understand, relate, and organize information.

2.2.3 Interactive Listening

Interactive listening forges listeners to get involved in a conversation between listening and speaking. According to Jactat (2018), interactive listening takes action in a communication which enables individuals as participants and evaluators to collaborate in order to respond to signal understanding, explanation, and meaning negotiation. Jingyan (2011) mentioned that interactive listening has a good distribution to make students' collaboration in conversation. Obviously, interactive listening provides a chance for speakers and interlocutors to have good conversation.

2.2.4 Extensive Listening

Extensive listening is related to receiving whole meanings and enjoy the content and also find out the answer of a certain question. It encourages students to different voices and styles, improve automaticity in processing spoken language, and build confidence dealing with spoke knowledge. Therefore, extensive listening is appropriate for linguistic levels even though it is difficult to understand. Permadi et al. (2017) had revealed that the extensive listening is good to utilize in teaching method. A study conducted by Povey (2016) indicated that the implementation of extensive listening enables to enhance linguistic insights for students. Afterwards, Onoda (2011) had shown that extensive listening is an effective method to be implemented because it can help students to increase their listening ability, confidence, and encouragement particularly for high level education. Pointedly, extensive listening is a beneficial means to upgrade students' listening skills.

2.2.5 Responsive Listening

Responsive listening enables listeners to connect the content of a passage by expressing an opinion, a feeling, or a perception that it needs listeners' reaction and personal components of students. According to Topornicky and Golparian (2016), active listening is an important interactional ability in the form of various activities or works in order to establish practical exercise for responsive listening skills. Clowes (2015) claimed that active learning concentrates to show someone's

interest which functions to generates deep understanding about a subject. Thus, the role of responsive listening is to provide distribution for listening ability.

2.2.6 Autonomous Listening

Autonomous listening explains which produces students' motivation, self-reliance because it is related to the students' own ways in assessments techniques. Zhaleghooyan and Alavi (2014) conveyed that it is clear to mention that autonomy for listening ability in learning a language is considered as a crucial thing because it is concerned with learning management, cognitive process, goals, and evaluation. Yi-bo (2015) had found that autonomous listening in English learning activity is one of effective ways to increase students' listening ability because it has a crucial position in learning English as foreign language. Essentially, autonomous learning is usable to increase listening ability.

2.3 The Importance of Listening Skills

Listening is one of important skills to be mastered in learning foreign language. It is because listening can accelerate people's ability to catch the information coming to hearing sensory. A study conducted by Asemota (2015) revealed that it is very important to be a good listener to understand what speakers mean because listening skills refers to tone of sounds, facial expression, body language, and so on. Moreover, listening is an important ability in learning a foreign language which can establish communication and it is unavoidable perspective that there will be no an interaction without being able to understand what is heard (Ranukadevi, 2014, p. 62) Ahmadi (2016) had found that the ability

to understand spoken language is a vital necessity in learning foreign language because it is very contributive to establish an interaction between speakers and interlocutors. Therefore, it is very important for teachers such English teachers to create interactive learning in listening class. Then, Kanan (2019) had discovered that it is important for teachers and students to be a good listener in order to create interaction such in learning activity. Afterwards, Karagoz et al. (2017) uncovered that listening is very good at every part of language learning. Being a good listener in someone's daily life can deliver him/her in a successful achievement. In conclusion, the role of listening skills in learning foreign language is to accelerate the process of achieving language learning goals.

2.4 The Components of Teaching Listening

Teaching listening is a learning atmosphere which aims to inculcate, direct, stimulate, and develop listening ability to students. This means that there are a lot of things to be concerned with in order for the acceleration of teaching listening which enables to help students receive what is taught by their teachers. One of the most important point to given attention more is the components of teaching listening. According to Farrel (2013), there are three components that have to be concerned with in teaching listening namely diagnostic approach, the role of students, and the role of teachers as described in following.

2.4.1 The Diagnostic Approach in Teaching Listening

The diagnostic approach in teaching listening is to direct students to what they are going to do. Then, teachers can begin with a pre-listening and then have students listen to a passage in the form of various activities. After that, teachers evaluate students' listening comprehension based on their right reactions and

keep up to the next activities. Therefore, this is the focus of the result, the product of listening in the form of right answers. This approach tests students' listening comprehension. A study conducted by Rajae (2015) revealed that giving background information about listening text has a good influence on listening comprehension because the students can understand the next activities in order to get achieve good score. After that, Zohrabi and Sabouri (2015) had invented that pre-listening activity has a significant correlation to engage students actively because their abilities allow students to function on that thing. Therefore, pre-listening is necessary to do before listening in order to direct students predict what they have to do on next activities in ongoing teaching activity.

2.4.2 The Role of Students in Teaching Listening

The role of student in teaching listening. The process view of listening has changed the role of the listener from someone who inactively understand the message conveyed orally. This means that students must be responsible for their own learning strategies about how to listen and get information conveyed so that they can understand what is asked, catch instruction, and interact with the text for every level. According to Chantom (1987), learning strategies have to be applied by students to help them in learning activity such in listening skills to remember the language and the message conveyed in the information (as cited in Bao, 2017, p. 187). Then, Yusnida et al. (2017) stated that students' effective performance to understand the message in an information is very important in order to establish good interaction during the activity of listening teaching

activity. Briefly, the role of students in listening ability is a crucial necessity in learning because it is a very helpful to increase students' listening ability.

2.4.3 The Role of Teacher in Teaching Listening

In the context of teaching listening, teachers have to handle everything needed. This this means that they have to design and structure activities which are going to be done in classroom such planning tasks, and deciding the correct response. Furthermore, teachers have to encourage students to think about how to give the desired answer and the teachers have to respect and appreciate students' effort. When students make a mistake, teachers must be professional and wise to cope with it such guiding students in the form of correcting and improving it. Bao (2017) had found that teachers' efforts to solve problems in teaching listening are very useful to help students increase learning consciousness and develop students listening frequency. According to Li (2012), teachers in teaching listening are recommended to think about effective approaches in order to help students cope with their listening obstacles. This can be done such as teaching vocabulary, preparing topic, speaking slowly, and so on. In summary, teachers have main position in teaching foreign language including in teaching listening. It is because teachers have to cope with everything needed for teaching listening activity such designing learning materials, methods, and so on.

2.5 The Problems of Teaching Listening in English Classroom

Listening is a process of understanding speech in second language which covers understanding speakers' dialect, vocabulary, and particularly the meaning as the indication to be a good listener. In the process of how to be a good listener cannot avoid the aspect of how to cultivate the skill such in teaching listening.

However, teaching listening can be considered as a difficult effort to do because there are many challenges and problems to be coped with especially by the teachers. In relation to the teaching listening in English discourse, English teachers still encountered various problems so that it forges the extraordinary strategy to be applied by English teachers to solve the problems. Research conducted by Hwaider (2017) had discovered that the problems faced by English teacher in teaching listening consisted of aspects factors namely non-linguistics problems and linguistics problems.

a. Linguistic problems

The linguistic problems faced by teachers in teaching listening consisted of pronunciation, intonation, stress, vocabulary, and syntactic structures. Hwaider (2017) encountered that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good pronunciation, grammars, and the others. Gilakjani and Sabouri (2016) mentioned that the process of teaching and learning process can be interrupted without the students' knowledge of pronunciation. According to Alqahtani (2015) vocabulary is another essential factor to be concerned in learning a foreign language because it give a great distribution to increase someone's language skills. Then, Lin et al. (2017) had found that rich vocabulary is very influential to upgrade people's listening skills and listening skills can be in a trouble without great vocabulary. Diora and Rosa (2020) encountered that the insufficiency of grammatical comprehension makes learners difficult to have good listening skills because a linguistic structure acts as medium to convey information. According to Biber (2005), it is important to understand about the

usage of grammars in various circumstances because grammars are related to structural varieties. Hamouda (2013) has found that the problems in listening comprehension are caused by grammatical comprehension, readings, and vocabulary. It can be concluded that the problems of teaching listening about linguistic problem are concerned with pronunciation, intonation, stress, vocabulary, and syntactic structures

b. Non-linguistic problems

The problems in teaching listening about non-linguistic problems are related to learners, teachers, and teaching environment as described below.

1. Learners

The problems of non-linguistic problems are concerned with interests, motivation, and intention. Darti and Armawati (2017) stated that it is important for teacher to motivate the students to have good interests in learning English because the interests accelerates the process of increasing four skills of English. Goctu (2016) mentions that it is hard for increasing learners' listening ability without good interests and motivation to improve it. Amir et al. (2019) had found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. Sari and Fithriyana (2019) had also shown that the students' lack of concentration in listening activities can weaken the quality of listening comprehension. Essentially, the problems of non-linguistic problems are concerned with interests, motivation, and intention.

2. Teachers

The problems of non-linguistic problems coming from teacher are in line with creating interactive learning and having the students' concentration. Hooda

(2017) mentioned that great enthusiasm in following activities in English class is effective for interactive learning. Borong and Allo (2019) had found that it is more difficult to increase the students' English skills and also to create interaction in class without the students' learning enthusiasm. Sari and Fithriyana (2019) had also shown that the students' lack of concentration in listening activities can weaken the quality of listening comprehension. Amir et al (2019) had found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. Therefore, the problems of non-linguistic problems coming from teacher are in line with creating interactive learning and having the students' concentration.

3. Teaching Environment

The problems of teaching environment about non-linguistic problems are related to learning and teaching facilities. Amir et al. (2019) had found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. A study conducted by Hwaider (2017) indicated that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good stress, pronunciation, grammars, facilities, and the others. A study conducted by Utomo et al (2019) showed that less effective facilities available at school can hamper the quality of teaching listening because effective usable facilities can be used to increase students listening skills. Consequently, the problems of teaching environment about non-linguistic problems are related to learning and teaching facilities.

2.6 Previous Related Studies

In relation to the discussion about this research, there have been a lot of previous related studies conducted by researchers. However, some of them are provided to support this research. The first previous study was conducted by Hwaidler (2017). The purpose of this research was to find out the problems faced by English teacher in teaching listening. This research revealed that the problems encountered by English teacher in teaching listening were triggered by non-linguistic problem, teaching environment, linguistic problems which covered pronunciation, stress, intonation, and grammar. The similarity of previous and present study was to investigate the problems encountered by English teacher in teaching listening. The difference between the previous study and present study that previous study was in the form of quantitative research meanwhile the present study was in the form of qualitative study.

The second was conducted by Alrawashdeh and Al-Zayed (2017). This study aimed to find out the difficulties face by English teachers while teaching listening comprehension and to find out the teachers' attitudes towards English listening comprehension. The results of this research indicated that the problems faced by teachers in teaching listening were related to teachers' proficiency, educational environment, and resources and teaching aids and English teachers applied a variety of efforts to overcome the problems. The similarity of this study and my study was investigating problems countered by teacher in English teaching listening along with its solution. The difference between previous research and my study was the study by Alrawashdeh and Al-Zayed was

conducted for varsity level meanwhile the research was oriented to senior high school level.

The third previous study was conducted by Aryana and Apsari (2018). The purpose of this research was to find out the internal and external factors of teachers' difficulties in teaching listening. The result of this study revealed that the internal factors of teachers' difficulties in teaching listening was triggered by listening materials, teaching method, technique, and strategies. Then, the external factors were sustained by environment activity, and the different learning materials. The similarity of previous study and present study is conducting a research about problems' faced by English teacher in teaching listening. Afterwards, the study was conducted to find out the factors which caused the difficulties in teaching listening and my study will be conducted only to find out the teachers' problems and solutions in English teaching listening.

The next was conducted by Tersta and Novianti (2017). This study aimed to explore problems and solutions encountered by students in listening skills. This research resulted that the problems encountered by students in listening skills consisted of listening materials, psychological characteristics, physical settings, and students as listeners and speakers. The way utilized by the students to overcome the problems was the students strove to find best strategies to solve their problems. The similarity of previous and present study was to find out the obstacles faced in English listening learning. The difference of previous and present study was previous study conducted to find students' difficulty and strategies in listening skills meanwhile the present study was conducted to find teachers' problems and solution in teaching English listening.

The last previous study was conducted by Yilmaz and Yavuz (2015). This study aimed to investigate the frequency of problems classified into three categories. The result of this study revealed that it was understood that students' greatest problems in listening skills was in teaching phonetic. Therefore, the students had to be facilitated with authentic language as enough as possible. The similar context between previous and present study was to explore the obstacles faced in learning English listening skills. Furthermore, the difference between previous and present study was only about research site in which previous study was conducted at a primary school level and the research conducted at senior high school level.