CHAPTER II
LITERATURE REVIEW

2.1 Concept of Listening Comprehension

Listening comprehension has been defined by different authors. Gilakjani and Ahmadi (2011) state that listening comprehension is theoretically viewed as a dynamic process where people focus on chosen parts of aural input, structure meaning of passage, and connect to what they hear with established knowledge. In addition, Richard and Schmid (2002) clarify that listening comprehension refers to the way of understanding speech in native or foreign language. Rost (2002) defines listening appreciation as a complex, communicative process where the audiences are engaged with an active creation of meaning. Audiences acknowledge the oral information from sound segregation, just as other utilizes of linguistic, paralinguistic, or even non-linguistic signs in contextual speaking.

Moreover, listening comprehension can be referred as the way of understanding speakers’ talk. Hamouda (2013) states that listening comprehension as a communicative process where are audiences are engaged in building meaning. Audiences grasp the oral information through sound segregation, existed knowledge, sentence structures, stress intonation as well as the other linguistic or non-linguistic signs. In other words, Nadig (2013) explains that listening comprehension is some process of comprehension and defining spoken language. These include realizing sounds, grasping the person’s talk meaning, and understanding the grammar of
sentences. Listening comprehension further can be seen as a process of totally understanding the language and defining the language meaning being uttered by the speakers.

Based on the explanation above the researchers’ definition of listening comprehension, Ahmadi (2016) argues that before the listeners want to learn to speak, they need to initially learn to understand the uttered language that they hear. Identifying the speakers’ language before reply what they say will help listeners comprehend the component of topic. Liu (2007) shows three main characteristics of listening comprehension. First, listening comprehension is a active activity, because it is to receive information. Next, listening comprehension is a creative practice because the audiences build the meaning and give the information based on their background information. Last, listening comprehension is a communicative practice in which the two speakers and audience are included. During the process of listening comprehension, speakers and audiences share the information as well as completely listen what the speakers say then, answer the statement that will be conveyed by listener.

According to Azizah (2014, p.8), students need to understand the meaning of the uttered language in order to listen well. Further, someone needs a complete understanding to be able comprehend meaning. Hence, it can be concluded that understanding is to find out the meaning of something that somebody utters, and comprehending the meaning of something requires an ability to achieve the understanding entirely to what exactly have spoken by the speakers. Good listeners
will not listen the whole words of what spoken in listening task (Heyrapetyan, 2016, p. 24). Sentences are not processed by focusing on word to word, yet it is focus on the ideas behind the spoken words and how these thoughts are connected together to conclude something (Brown, 2004). As a result, students may avoid any part of the spoken language and simply focus on the information which are needed to be answered and try to comprehend the information which are give them hints to understand the listening tasks. Thus, the students may skip some parts of the code and only focus on the related parts.

The contradiction between teachers and students’ perceptions shows that there are several things about teaching listening which need to be investigated. Some instructors believe that listening is the simplest ability to instruct, while most students believe that it is the most hard to improve (Heyrapetyan, 2016, p.30). It may be assumed that the individuals who state it is “the easiest to teach” imply that it does not need a lot of particular preparation what they need to do is play the tapes and test the students’ comprehension (Yagang, 2001, p.87). In conclusion, the students have to find out the way how listening can be improved and what exercises are helpful to help the students, as well as utilize those strategy to overcome their problems.

There are some phases in comprehending listening material. Heyrapetyan (2016) divided listening for comprehension into three stages. First, listening and giving no response (following a course book, casual instructor talk). Second, listening and giving short reactions (obeying guidelines-physical movement, constructing models, picture dictation and so on.), true-false practices, and so forth. Third,
listening and giving longer reactions (redundancy and dictation, rewording, addressing questions, responding to comprehension questions on texts, predictions, filling gaps, summarizing, and so on). So, people can identify what they need in listening comprehension by following the steps.

2.2 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) 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. Hence, comprehension input is facilitated by tape listening materials (Rost, 1994).

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.

It’s 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. This is signifying that listening skill is a core component of second language proficiency (Richard, 2018).

In the second language learning, listening skill is significant to facilitate learners to understand English spoken by native speakers and non-native speakers. It’s a fundamental language skill, but it is often ignored by foreign and second
language teachers (Rebecca, 2003). For this reason, listening skill should be an area of concern to teachers and second language learners. Consequently, for learners in which English is not their mother tongue, listening is not an easy task. Thus, it needs teachers’ helps and instructions, so that it can be easily comprehended. In addition to that, listening is a language which facilitates learners to learn other language areas.

2.3 The Process of Listening

Wolvin and Coakley, (1994) mention three steps in listening process namely receiving, attending and assigning meaning. In receiving, the listener receive the aural stimulation or the combined aural and visual stimulation presented by the speaker. The listener will accept and understand what the speaker says.

The second is attending. In this stage, the listener focuses on the most important stimulation because there are so many stimulus around them. The listener only has to focus on the important information of the message. This is called attending the message.

The third step is assigning. After the message has been sent and received, the listener then assigned the meaning to the speakers’ message. This phase is where both of them are interacting effectively without any misunderstanding. Littlewood (2010) also added that the listener must realize that comprehending message word to word is not necessary, since not every clue is essential to the message. The listener only has to seek the general meaning to avoid his or her misunderstanding. So, paying attention on the most important one is very helpful to get the message rather than focusing on all words. However, if the listener may not have attended the message
yet, there have been no effective communication because its effectiveness depends on understanding. As Field (2015) says that effective communication does not take place until the receiver understand the message. The last step determines the successful of the communication between the speaker and the listener.

2.4 Difficulties in 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.

Difficulties in listening are caused by some internal factors and external ones. Internal factors come from inside the learner which include attentiveness, motivation, interest, and knowledge of the listening topic. The external factors is from the material of reading itself such as information presented in the recordings and also expression used by the native speakers both in the recording and real life (Watson & Smeltzer, 1991). These must have taken into some consideration by listening teachers to that appropriate method and strategy can be applied to increase students’ motivation.

In addition, Yule (1996), classified the factors caused students’ difficulties in listening into four factors: speaker factors, listeners factors, the content, and support.
Speaker can influence students’ listening comprehension. It can be the way he or she speaks such as accent or dialect, and the speed of speech. The quicker he speaks the more difficult the students can get the meaning. Listeners factors includes their interest in listening skill. The content is some aspect contained in the material itself such as grammar, vocabulary, information structure, and background knowledge. Another factor is that supportive element from listening material, for example pictures and diagrams. This visual aids can help learners’ difficulties in listening. Lack of this supportive media can make students think hard to catch the students mean.

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 EFL students.

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.

2.5 Problems Encountered by Students in Listening Comprehension

There are many problems encountered by students in listening comprehension. According to Assaf (2015), some problems encountered by students in listening comprehension are classified into different sources including factors related to background knowledge, phonological awareness, word recognition, speaker, listener, physical setting and psychological characteristics (Hamouda, 2013, p. 124). In conclusion, there are many problems face by the students while they are listening activities.

2.5.1. Problems Related to Listening Materials

Familiar material is a key in listening comprehension. Unfamiliar words, difficult grammatical structures, and the length of the spoken text may cause students' listening problems (Hamouda, 2013, p. 124). However, students can read and interpret well, but their reactions in listening comprehension are not faster than reading comprehension. Therefore, material should be updated to every area of life.

2.5.2. Basic Linguistic Problems Perceived by Learners
Basic linguistic is very important in listening comprehension. Hamouda (2013) states that lack of English skill is one of factor that makes students difficult to grasp and recall verbal information. Points out some linguistic factor which make listening difficult are the use of colloquial language and slang, the use of reduced forms, the prosodic features of the English language and to strange accents and pronunciation (Hamouda, 2013, p. 127). Therefore, both teacher and student should use English in class.

2.5.3. Listening Problems Related to Fail Concentration

Concentration is needed in listening comprehension. The smallest pause can be a reason to listeners in ruining their concentration (Bingol et al., 2014, p. 20). Students have to pay attention while they listen because in limited time they should grasping new information (Hamouda, 2013, p. 129). When students fail to concentrate, they will miss some of information which will affect their understanding of whole information. Therefore, to understand main idea needs high concentration.

2.5.4. Listening Problems Related to Psychological Characteristics

Psychology characteristics is one of factors in listening comprehension. According to Yagang (1993), the listening comprehension process is complex psychological process. He adds that in psychology, when someone feels nervous or anxious, she or he cannot concentrate and when one felt uncomfortable, his or her ability to listen will reduced (Hamouda, 2013, p. 131). Therefore, feeling comfortable helps them to concentrate.
Boredom and frustration are other problems in listening comprehension. They can influence learners’ level of attention in listening. As a result of bad stimulation are caused by lack of interest to a topic, lack of motivation, or sleepy (Hamouda, 2013, p. 131). Therefore, psychological characteristics influence students in listening comprehension.

2.5.5.Listening Problems Related to Listener

Listener can be a reason why they are difficult to comprehend while listening. Through the survey questionnaire, the respondents will reveal their problems that may arise from their inability to recognize the main words in listening comprehension and understand the spoken text from the first listening (Hamouda, 2013, p. 132). Therefore, listener is one of factors in listening comprehension problems.

2.5.6.Problem Related to The Speaker

Speaker is one of factors in listening skill. Problems of listening comprehension related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker (Hamouda, 2013, p. 135). Therefore, speaker can be a factor of problems encountered by students.

2.5.7.Problems Related to Physical Settings

Not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students. According to Bloomfield et al., (2011), noise or distortion in the audio signal interferes with
listening comprehension for listeners (Hamouda, p. 138). Therefore, teachers should check the circumstance and audio first before listening test begun.

2.6 The Effective Listening Strategies

To overcome students listening comprehension problems, the teachers have to discover effective listening strategies for the students. Hamouda (2013) explains that the teachers at least can provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises for the students. Here are a few helpful ideas:

1. Adapting and improving listening materials

   It is obvious that students differ in their learning styles and ability, therefore, teachers should adopt and adapt listening materials that match their students’ interest and background since the listening materials only become stimulating and motivating them when they are slightly challenging to what they have already known and suit their interest.

2. Activating your students’ vocabulary

   Since lack of vocabulary becomes a great obstacle to the students in listening comprehension, it is necessary for teachers to equip students with certain key words needed in listening material. It can be better to activate students’ vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them, since whenever students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better or more effectively.
3. Using different kinds of input

The teacher should also provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

4. Using visual aids

Teacher exploit visual aids or draw pictures and diagrams related to the listening topics to aid students to guess and imagine actively. Visual aids draw learners’ attentions, increase their motivation on the topic and help them relate to content of the spoken text, thus listener overcome difficulties such as unknown words, minimal pairs of words.

5. Accents

Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in extensive listening.

6. Pronunciation

Speakers’ pronunciation is also a problem for the students in comprehending listening material. So, teachers need to help students expose themselves and get familiar with precise pronunciation of native speakers. By doing that the students’ pronunciation capacity is much more improved, which will help
students find listening to native speakers effective and efficient. Many teachers suppose that students’ accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

7. Connected speech

Connected speech is characterized by weak forms, contractions, elision, and assimilation (Anne Anderson & Tony Lynch, 1988), which are considered the big obstacle for beginning EFL learners in spoken English acquisition. Thus, the task of teachers is to inform their students about these distinctive features of spoken language at any time convenient so that the students do not feel stressful and surprised when they listen to authentic listening materials.

8. Activating or building students’ prior topical and linguistic knowledge

Activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. Teachers can also provide the background needed for them to understand the text, and it can help them focus attention on what to listen for. Consequently, students begin to predict what they might hear and make connections with what they already know, increasing the relevance of the information.

9. Arousing interest and motivating students to attend to the spoken message

Students will be more willing to listen actively to what the speaker says if they are able to relate the listening experience to their own lives. Besides, teachers
can create an environment conductive to listening and encourage effective listening behaviors that are necessary lifelong skills.

10. Encouraging prediction

This technique can be employed in the pre-listening or while-listening stages. Students are asked to predict what the text is about or what the speaker is going to say next. In order to encourage students to imagine and predict what they are going to hear, teachers may tell something about the topic of the listening text or something about the speaker(s). Besides, students can be asked to predict the grammar structures that are likely to be used in the listening text or make a list of words, phrases that relate to the topic and may appear in the listening text. By this way, they can familiarize students with key concepts and vocabulary before listening to spoken text. When students have certain vocabulary in mind, they will be more self-confident and thus ready to listen effectively.

11. Using slow rate of speech

It has been a common belief in L2 teaching that a slower rate of speech would facilitate listening comprehension. Lecturers need to be advised to slow their speech rate own to a level that suits their students.

12. Providing and trying to gain as much feedback as possible

During the course, the teacher should fill the gap between inputs and students’ reply and between the teacher’s feedback and students’ reaction so as to make listening purposeful. This not only promotes error correction but gives
encouragements as well. It can aid students to heighten their confidence in their ability to tackle listening problems. Students’ feedback can assist the teacher to judge where the class is going and how it should be instructed.

13. Improving the learning environment of listening skill

Learning environment for listening skill, which is listening laboratory besides cassettes tapes, tape recorders and written listening texts, is a vital key affecting the quality of both learning and teaching listening skill. Students argue that it still lacks well-equipped listening laboratory; consequently, the students find hard and challenging to concentrate while listening. It is, therefore, essential to upgrade the recent laboratory so that all of the students have equal and much chance to study listening skill in such a motivating environment for improving their listening skills.

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.
1. Cognitive factors

2) 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.

3) 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.

4) 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.

5) 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.

6) 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.

7) 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.
8) 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.

9) Sound Discrimination Ability means listening ability that may transfer from L1 to L2. This contributes to growth in listening ability and vocabulary learning, particularly with children at a beginning level of language proficiency.

2. Affective factors

1) Anxiety, it is feeling of worry and emotional reaction that arises while listening.

2) Self-efficacy, it is the basis for self-confidence and motivation, refers to learners’ beliefs about their ability to successfully participate in learning activities.

3) 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.
2.8 Strategies to Improve Listening Comprehension

2.8.1 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.

2.8.2 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 asses 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
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.

2.9 Perception

2.9.1. Definition of Perception

Perception is the apparently experience of the external world that seem to provide people with experience of the reality. It is obtained from someone’s information and knowledge which is further influenced strongly by experience (Banyard, Norman, & Winder, 2015). Thus, a perception is formed based one someone’s knowledge and information attained by using eyes to observe o view, and ears to listen. Further, the perception is strengthen by experience. In short, viewing, listening, and experiencing something will therefore create a perception about it.

Perception is not only formed through new information, but also the process of linking it to the old ones in accordance with knowledge, beliefs, goals and expectation (Smith & Kosslyn, 2007). Hence, information which is newly obtained
will relate to previous knowledge to make a perception. Therefore, something cannot be judged immediately without having enough information about it.

Further, Lewis (2001) also explained that there are important factors in perception. Therefore, in language learning context, students perceptions about teachers’ strategy in teaching listening should complete all those aspects where there must be students who are experiencing the teaching strategy which are called as perceiver, there must be strategies as objects being perceived or made as perceptions, there must be listening class as the context of the situation of the object, there must be the teachers who are also perceived, and there must be the process of making perception by students where they experience the listening class with the teachers by interviewing how they use some strategies in teaching and listen to any instructions which are related to their strategy. This will finally draw students’ perception about teachers’ strategy in listening class.

Perception is very essential in education especially in language teaching and learning. Students may have differences perceptions about the teaching and learning process, more specifically, on strategies used by the teachers. This is highly important for the teachers to understand the difference of perceptions in order to do better practice and conduct research even in small-scale. Its importance is also lied on the fact that it is very necessary to know the reason why the teachers act in specific way in teaching (Lewis, 2001). A students in listening class may give opinion about teacher’s action in teaching. It can be feedback for evaluation to improve listening ability.
2.9.2 Process of Perception

As just have been stated that perception involves some processes. The process of perception takes some procedures starting with attention which is called selection process. Chaplin (1992) Then, the next step is perception by interviewing the environment that is aimed to know and to understand the object and the event. It is the process of sensory experience in which one or more body’s sense must be stimulated by the object, therefore, it will be followed by interpretation to make certain meaning. For example, the students see, hear, and feel something about the strategy used by the teacher in listening class, then they will process the information to reach certain perception.

In case of perception process, Moskowitz and Orgel (2001, cited in as Rajamanickam, 2007) further stated the process can be divided into physical and psychological practice. Physical process is a condition where the receptor catch an object which arise stimuli. Meanwhile, the psychological procedure is when the stimuli are sent to the brain by sensing organ. The brain processes the stimuli and the person realizes what is received by his or her brain. This step is where the perceiver is creating perception to the object.

In a nutshell, the process of perception involves physical process and psychological process where someone notice something with his sense and send it to the brain which then is received to form certain perception about the object. As mentioned in previous section, the process of perception in this study includes students’ sense experiences to teachers’ strategies in listening class. The information
is processed in their brain and finally they can state a perception of the teachers’ strategy which already they identified in the classroom.

2.10 Previous Related Studies

In the way to support this study, the researcher that previously examine is require. According to Nunan (1995), listening is regarded as an important skill in both EFL classrooms and SLA research. Listening includes a functioning cycle of decoding and defining meaning from verbal and non-verbal messages. Gilakjani and Ahmadi (2011), have investigation which its objectives were to find the strategies to be taken that might improve students’ listening comprehension. The results of this study about strategies to improve listening comprehension were: there were three types of strategies: metacognitive, cognitive and social cognitive. Some of teaching methods for improving students listening comprehension skilled were as followed: cultivating students listening skill, textbook based learning and other listening context, passing on cultural information in language teaching, mixing “intensive listening” with “extensive listening”, concentrating on listening, as well as mixing listening with other abilities.

Listening is significant in term of communication because listening requires the biggest time in communication with the percentage about 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Lynch, 2012). He explains that instructing listening comprehension has been quite long time ignored and an
ineffectively taught part of English in numerous EFL programs; presently it is viewed as more significant in both EFL classrooms and SLA research.

Listening is expected to realize similar intellectual activities in either first language (L1) and second language (L2) or foreign language (FL). However, both effectiveness of processing and cognitive influence contrast in L1 and L2 listening, but the principle standards for the portrayal and assessment of L2 listening are gotten from L1 psycholinguistics, involving the improvement of L1 capability with uttered language (Hoven, 1999).

Another research, Hu (2002) identifies the reasons why individual cannot listen well. The focus in school was mainly about the best way to be a good speaker. The audiences were seen as objects; speakers were thought to identify their listeners as if they were researchers looking at chemical parts. Since nobody was certain what is meant to improve listening skill, they did not know precisely where to start. Maybe one motivation behind why numerous individuals never figured out how to listen so as that listening requires some times. Language instructor and learners generally disregard listening prerequisite significance in language learning since an immediate observable result is no longer available.

Then, Lynch (2012) interprets listening comprehension as the skill to comprehend the native speakers’ communicated language. He further describes that listening spoken language, the capacity to decode the speaker’s goal is required of a skillful audience and other skills such as the phonetic structures like speech rapidity and fillers, adapting to listening a communication, understanding the entire message
provided in the discourse, grasping the message without accepting each word, and knowing various genres.

Listener initially allocates exact meaning to the utterance and assigns an intended meaning to the utterance too in the comprehension process after getting the information. The most important thing in daily communication is the skill to coordinate perceived meaning with planned meaning (Hu, 2002). From Lynch’s (2012) study, active listening includes more than simply perceiving what is being said and understanding is multi-layered, that requiring interpretation at some levels. At the point when we listen in our own language, we go above the information in a wide range of ways.

In addition, Gilakjani and Ahmadi (2011) consider listening as highly-complex solving activities in which listeners interact with a speaker to construct meaning within the context of their experiences and knowledge. Teachers can engage students in activities that prepare them to be effective listeners by informing them about the efficient factors in listening, their levels of listening, and the listening process component. Schemata theory sheds light on the importance of pre-listening activities. It includes outlines for listening and teaching the most essential conceptions. The two purposes of pre-listening activities which the teachers should pay attention to include: (a) to help to activate students’ prior knowledge, to build up their expectations for the coming information, and (b) to provide the necessary context for the specific listening task. Teachers can use listening comprehension activities, like mutual daily life conversations; teachers can ask questions which
require students’ previous knowledge activation. Controlled practice activity can also be used such as working on models with the same structure or vocabulary. Well-planned post-listening activities help students to connect what they have heard to their own ideas and experiences. Listening instructor can allocate distinctive comprehension inquires for learners to talk about subsequent to listening; learners at that point change information to finish the entire class chart, associating what every learner has heard to figure out the big view. In this stage of listening practice, the unanswered problems of prior listening exercises can be reworked and the entire class can re-listen to the tape (Rubin, 1994).