

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about the literature of the research. That is described about nature of listening, teaching listening, listening problem, and previous study.

2.1 Nature of Listening

Listening is an interactive not a passive skill, to which students need to apply much effort and practice. In order to do well in listening, the listener must have sufficient knowledge of the language he or she is listening to. According to Nunan (2001) states “Listening is the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister – speaking”. For most people, being able to claim knowledge of a second language means being able to speak and write in that language.

So, when people listen effectively, they might understand what the person is thinking or feeling from the other person’s own perspective. It is as if they were standing in the other person shoes, seeing through his eyes and listen to the person’s ear. To listen effectively, people must be actively involved in communication process, and not just listening passively.

2.1.1 Definition 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 (2003:24) 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 (2002:177) 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). Then, listening, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

Furthermore, Rivers cited from in Hasyuni (2006: 8), “listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw

material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance”. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that.

The process will be successful if we prepared the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences. From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

2.1.2 The Teaching of Listening

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. According to Brown (2000:7) 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”. 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 used for teach 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. For instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

2.1.3 Principles of Teaching Listening

There are some principles of teaching listening skill that should be known by the teacher (Brown, 2007:68) such as :

- 1) listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process.
- 2) listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life.
- 3) listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word.
- 4) listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting.
- 5) the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill.
- 6) the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned above, one of the principles in teaching listening is that the teacher always asks the students to listen to the purposes of listening. So, they can teach listening to the students more effectively they has already known the purposes of listening. One way to do that is to use a simple dialogue in order to showed how they might listen differently depending on its goals. We can conclude that teaching listening means delivering some material by giving the understanding

of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

2.2 Listening Problem

Listening is an inseparable skill of learning second language without doubt. Though it's very significant, the problems about listening have newly started to be examined. In order to have success in listening, problems about listening in second language should be firstly identified. When we look at the common problems in listening in ELT identified by researchers in this area, we can see them categorized by groups. It is vital to identify these problems confronted by students and to find solutions to these problems.

Problems in listening emphasized by Field (2003:77) are those: (1) Learners know the word, but get the wrong sense. (2) Phonetic variation of a word mislead them (reduction, assimilation, elision, cliticization, resyllabification). (3) Learners know the word in written form but not the oral version. (4) Learners have difficulty to catch the word from a connected speech such as a dialogue.

However, Yiching (2005) thinks that some barriers cause problems in listening such as : belief barriers, material barriers, habitual barriers, information processing barriers, English proficiency barriers, strategic barriers and affective barriers. He introduces forgetting to activate strategies, regarding strategies as extra burdens to information processing, being challenged by the complex nature of the

strategy, having problems conducting the proper strategies and even being unable to comprehend the text after applying strategies.

Yousif (2006) mentions more about psychological barriers in listening, the importance of speech rate in listening and giving breaks during a long listening activity. According to him, teacher should be more aware of their students' listening problems and adjust activities to their students.

Kurita (2012) also gives different suggestions for advanced and low level learners in listening. She suggests dictation especially for young learners while she sees reducing anxiety useful in listening for both learners to high extent.

2.3 The Factors in Learning Listening.

Listening also had some factor that can be affect in learning process. Meanwhile, according to Tarigan (2015: 105-115) there are eight factors affect listening, such as: Physical factors, Psychological Factors, Experience Factor, Attitude factor, Motivation Factor, Sex Factor, Environmental factor, Role factor in society. This factor can affect by the students on learning process in listening when they though in classroom or learning times. Listening activities plays an important role to develop of language skills for someone. Listening is very closely to its meaning by hearing and listening. But if we learn more, those three words have difference of understanding. Many people still do not understand the differences.

Meanwhile, according to Hermawan (2012: 49-54) states the factors that affect can be divided into two namely internal factors and external factors.

a. Internal factors.

Internal factors that can affect the listening process are;

- 1) Problem of hearing and physical condition. When a person suffers from hearing problems or damage to the hearing instrument that can inhibit the entry of waves in a certain volume, then the process of listening will be disrupted physical condition is less healthy then he cannot concentrate to listen talk of others well.
- 2) The limitation of self to listen simultaneously all which we hear. Many listeners can only listen to half of verbal messages that others say every day. since the listener not always listening well if his attention diverges.
- 3) Next is to think too fast, difficult to do listening activity cautiously. While there is time to spare his thoughts while others talk, listeners usually even think about things not related to the speaker's idea, such as personal interests, daydreaming, planning denial and so on.
- 4) The process of saving is also influenced by the motivation and feelings of the listener (personal interest). Listeners will listen more effectively, and consciously selected what is being heard especially when it is needed or got the information.

b. External factors

External factors include environmental factors, material factors, speakers, and styles of speech technique. The subject matter can affect the process of leaning. The listener will be more interested in new material compared to that material has been known or experienced. Factor speakers can interfere with attention listener. For example, experienced and quiet-looking speakers will be more persuasive compared with nervous speakers. Besides that style, appearance, and material presentation techniques can be one factor which affect the process of performances such as visualization and technology used.

Based on those factor that are divined by the expert, the researcher in line with Hermawan (2012 : 49-54) theory for factor in listening problem. The researcher applied Hermawan (2012) theory because his theory in line with this research and the researcher also tried to figure out the listening problem based on the internal and external factor in listening that faced by students. Hermawan (2012) theory also stated more completed factor of listening problem that he divines those factors into internal and external factor, so it can be supported by the researcher idea to accomplish this research.

2.4 Previous Studies

This part discusses about the previous study, and the researcher refers to two previous studies, they are Anandapong (2011) and Tuanany (2007). These previous studies have close relation to this research in dealing with the listening problem of the students. The first study was conducted by Anandapong (2011) entitled is “*A study of English listening problem and listening proficiency of business students at Bangkok University*”. This study was conducted in order to investigate some listening problem of students to develop students’ listening ability of Business Students at Bangkok University. This study used a questionnaire to investigate and solve the students’ problem in listening . The writer did 4 steps to following his research they are : Firstly, thirty of 4th year students from Business English program will be focused on group then they will asked to attend in a room for 15 minutes to listen an IELTS listening test. Second, distributing the questionnaire. After that, the participant will have do the IELTS listening test, and the last step are interviewed the participants about their opinions and suggestion for the problems of listening English.

From the data above he identified that 93.30% of the respondents never had English skill development and rest of them (6.90%) had taken English course. Moreover, based on respondents problem in listening, he drew that slang and idiom caused the most problem in listening (mean score = 4.03), difficulties to interpret the meaning in listening text (mean score= 3.50),unfamiliar word got mean score = 3.93, difficult grammar (mean score = 3.27), unfamiliar situation got mean score = 3.28, and unorganized text (mean score= 2.20).

The second research was conducted by Tuanany (2007) entitled is "*some problems in listening comprehension using authentic materials encountered by the third year students of SMA 2 Mei Ciputat*". The research design of the research is library research and field research. The subjects of this research were 40 students of class natural science of SMA 2 Mei Ciputat. The results of the research showed that the implementation of using authentic materials in listening comprehension and learning process was effective to improve the students' listening skills. The students also perceived the use of authentic material in listening lesson as beneficial to help them for success in learning. Furthermore, based on her data, she drew that by using dialog as the authentic material showed that students got **69,5** point. It means that students got middle score. From the previous study above, this research has connection with the first research but also there are the differences and similarities.

For similarities, the researcher analyzed and described the listening problem of the students, using a questionnaire as the instrument, the questionnaire dividing into 2 part first part about general background and their listening strategies and the last part about interview some of students, the subject of the study is the eleventh grade students that limit for 30 students, For differences about research design that used an survey design, random sampling of 11th grade students for collecting data, the main instruments is the questionnaire, and if the other research consist of 4 steps in questionnaire, but this research only take 2 steps in questionnaire to following this research that is giving questionnaire and interview some students as the representation from 30 students before.