

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Listening Skills**

Listening is receptive skills and one of four English language skills that involve the ability to get and comprehend information. According to Santos (2018), listening is the process of selecting and giving sounds meanings. During a listening process, students choose the pertinent information to listen. The process of listening requires paying attention to spoken symbols, comprehending, valuing, and interpreting them to gather information, comprehend the content, and interpret the speaker's meaning (Pakpahan & Simbolon, 2019). According to Zainuddin et al., (2019) listening involves the cognitive process of assigning significance to auditory cues. It includes the active cognitive processes of understanding, analyzing, evaluating, and decoding messages. The ability of listening involves recognizing and comprehending what other people are saying. Additionally, it's a complex activity, but by drawing on their past knowledge, we may aid pupils in understanding what they hear (Yahmun et al., 2020). Nadhira and Warni (2021) states that listening is as a conversation in which the speaker and the listener work together to transmit and understand messages or information. Another reseachers Gilakjani & Sabouri (2016) said that the process of listening involves taking in what is being said, giving and demonstrating meaning, negotiating meaning with the speaker and responding, and producing meaning by involvement, imagination, and empathy. It is clear from the several definitions above that one of the English language abilities is listening. In order for people or students to understand what the speaker is trying to say and to improve their communication skills, they must listen to the content that is being presented. As a result, if listening is the primary method of language acquisition, students will be able to express themselves or utilize the language. In this instance, listening is an active ability that helps with language acquisition rather than a passive one.

When teaching listening, teachers must be careful to avoid going too far, either by obsessing over theories without considering how they apply to actual teaching, or by rigidly adhering to frozen routines like opening the textbook, going over new words, playing the tape recorder, and asking/responding to questions Yagang (1994). A teacher must have a thorough knowledge of what listening is, why it is challenging for students to learn a foreign language, and how to teach it. Djaborova (2020) said that there are 3 types of listening activities there are pre-listening, while listening and post-listening. Pre-listening activities also called introductory activities that are an introduction to the topic of the text and activities focusing on the language of the context. While-listening activities, in these activities the learner receives a series of comprehension activities for developing listening skills and teachers purpose to practice listening subskills. Post-listening activities, last stage is post-listening one which requests learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. Pre-listening, while-listening, and post-listening are the three primary stages of listening activities. The purpose of pre-listening exercise is to get the listener ready for what going to be spoken. The goal of while-listening exercise is to comprehend and analyse the audio information itself. These tasks could include making notes, responding to enquiries, finishing a listening guide, or highlighting important ideas and specifics. The purpose of post-listening exercise is to synthesise and consider what has been heard. These could be talking about the subject, summarizing the data, contrasting responses, or making connection between the listening material and prior knowledge or experiences by including listener before to, during, and following the listening process, each step aids in the development of comprehensive listening abilities.

Choosing an appropriate method is needed to assist students enhance their listening abilities. If learning media are available, listening learning will be more interesting as the usage media may encourage students' active engagement and assist with their focus (Naibaho, 2019). In order to attract students' attention during listening practice, teachers should provide attractive teaching media (Pramesti, 2021). The use of media such as news broadcasts, films, songs and audio visual

media will greatly help students improve listening skills (Hardiah, 2019). According to Kartika et al., (2023) “Among various types of media, audio-visual media, which combines audio and visual elements, is particularly effective. It helps students reinforce their knowledge, skills, and principles in academic learning”. The audio-visual aids can be used to help students become better listeners, increase their comprehension of the target language, pronounce words correctly and politely, and comprehend the course material (Dheghu et al., 2021).

### **2.1.2 Types of listening**

Different kinds of listening are necessary for various purposes. According to Raju (2018) “The process of listening can be divided into various types based on the purposes of listening”. The type of listening depends on the purpose.

#### **1) Discriminative Listening**

The human hearing process starts when a man is an infant and is known as discriminative listening. In his early years, man begins to discriminate between sounds. He learns to discern between animal and human voices by listening to the differences in noises. Man is unable to accurately interpret the noises' contents during this procedure. Man can become aware of human emotions by listening to and exploring sounds.

#### **2) Comprehensive Listening**

When a person begins to comprehend the meanings of words and messages, comprehensive listening follows discriminative hearing. The skill with which spoken words or messages are delivered might vary from person to person. Understanding the language and/or messages depends heavily on postures and gestures. Therefore, man has deduced the meanings of nonverbal clues in addition to the meanings of words and linguistic skills by this point. Other names for comprehension listeners include content listeners, informed listeners, and total hearers.

#### **3) Critical Listening**

When engaging in critical listening, the listener assesses, determines, and forms views regarding the material being read. To do this, the listener must be able to evaluate, contrast, and/or communicate the message in light of

current laws, customs, organizations, knowledge, and other significant factors as they approach a breaking point. The message's inner meaning may be understood by the listener. He determines whether the speech is true by analyzing its advantages and disadvantages before deciding whether it is excellent or bad, deserving or not. Another name for it is interpretive, evaluative, or judgmental listening.

#### **4) Informational Listening**

Everyone in the fairly common habit of informative listening. Everyone listens for information every day: students in educational institutions, workers in organizations, and members of a household. This kind of listening is mostly intended for learning, receiving directions, etc. One of the most important aspects of workplace communication is informational listening.

#### **5) Appreciative Listening**

In order to appreciate the information, the listener engages in this kind of listening. A song, speech fragment, poem, scene from a play, radio program, TV show, or episode, etc., could contain the information. The value of the communication is not as crucial in this process as the listener's response is. The listener's preferences, desires, and dislikes are the primary determinants of the quality of their appreciation, not the message's content.

#### **6) Biased Listening**

Instead of hearing what the speaker says, the listener who employs this style of listening has a predetermined viewpoint and hears and comprehends as he thinks. Ironically, the listener understands something (what he had expected) from the speaker's words rather than what the speaker really says. The listener comes expecting what the speaker is going to say and does not pay attention to what the speaker actually says. This is the result of the listener's biases or distracted thoughts.

Another researcher Stephen & Lucas (1998) as cited in Nurhayani (2019) states that there are four different listening types that are typically used in everyday conversation. The following types were mentioned:

**1) Appreciative listening**

When someone enjoys the musical performances they see in theaters, on television, on the radio, or in movies, they are engaging in appreciative listening. Appreciative listening is defined by the listener's response rather than the message's source. For example, audiences typically employ appreciative listening when they look for knowledge that will be useful to them, such as when it comes to achieving their objectives and needs.

**2) Empathetic listening**

When someone listens with empathy, they are trying to understand the thoughts and feelings of others in order to persuade them to reveal these innermost aspects of themselves. As a result, the listener must act with empathy toward the speaker. Similar to how a psychiatrist listens to a patient or how someone shows sympathy to a buddy in need, empathy listening offers the speaker emotional support.

**3) Comprehensive listening**

Comprehensive listening entails comprehending the message being transmitted and comes after the stage of differentiating between the sounds of a message. Two distinct persons listening to the same message but maybe having various interpretations of it makes this type of listening even more difficult.

**4) Critical listening**

It's crucial to have critical listening skills. Unlike informative listening, which typically entails making decisions and solving problems, critical listening is an active behavior. When information is received, it is analyzed and compared to prior knowledge before the listener forms an opinion or renders a judgment regarding the information.

Based on the explanation above, it can be concluded that there are several types of listening. In this research the author focused on comprehensive listening, where interpreting the speaker's words and ideas is the key component of comprehensive listening. Understanding the message being delivered is the necessary component of comprehensive listening. To put it simple, this kind of listening necessitates that the listener comprehends the vocabulary and language.

### **2.1.3 Micro and macro listening skills**

According to Hughes (1989), listening comprehension involves two skills, which are as follows:

#### **2.1.3.1 Micro skills**

A micro skill is one that can be used to recognize the function of structures and evaluate intonation patterns. In micro skill, a listener needs to be able to do the following in order to comprehend what someone is saying:

##### 1) Interpreting the intonation pattern

The meaning of a statement is determined by the intonation pattern, which incorporates stress. Take the phrases "I can help you" and "I can't help you," for instance. The word "help" is stressed in phrase (a), yet the word "can't" is stressed in sentence (b). Tone pattern is also influenced by rhythm. The speed at which a speaker delivers a statement is referred to as rhythm.

##### b) Recognizing the function of structures

The following are some examples of these: (a) interrogatives, like "can you help me?"; (b) imperatives, like "please, close the door"; (c) cohesive devices, like "which," "such as," etc.; (d) sentence constituents, like "subject, verb, object, and preposition"; and (e) discourse markers, like "well, oh, anyway."

#### **2.1.3.2 Macro skills**

Macro skills are simply those that have a direct connection to the needs of learners or the goals of the course. This skill may involve several

talents like summarizing or identifying the core idea, listening to specific information, recognizing references, identifying inferences, and vocabulary analysis. An explanation of each of those skills is provided below:

1) Identifying Main Idea

The most important aspect of the case can be characterized as the main idea. To put it another way, the text's main idea or gist explains its subject. It teaches the audience to focus intently on the speaker in order to understand the main ideas of the book under discussion.

2) Identifying Specific Information

The topic sentences are developed by specific material, which includes definitions, instances, facts, comparisons, analogies, cause and effect, and quotations. This indicates that by providing a more detailed explanation of the concepts, specific material enhances the topic conversation.

3) Identifying Inference

An inference is a forecast made from the data in a text regarding something that is not explicitly stated. When specific knowledge is required to draw an inference, an inference can be made.

4) Identifying reference

Words that make refer to prior words or phrases without repeating them are known as references. Referencing becomes crucial to comprehending a work. This implies that in order for listeners to understand a text, they must focus on the references.

5) Identifying Vocabulary

Vocabulary is basically a fundamental component of language learners. Vocabulary becomes one of the most crucial skills for students to acquire, particularly in listening.

Based on the explanation above, it can be concluded that micro-listening is paying attention to the specifics of individual sounds, words, or phrases. This is important for understanding and clear communication in both social and

professional contexts. It necessitates paying attention to minute variations in tone, pronunciation, and meaning. Conversely, macro-listening takes into account the larger context and theme that are presented in speeches, presentations, or discussions. It entails comprehending the major concepts, recognising important details, and appreciating the speaker's objectives or the discussion's overarching subject. Since they work in tandem to produce thorough knowledge and meaningful engagement, both macro and micro listening abilities are necessary for efficient communication.

#### **2.1.4 Common difficulties faced by the students in listening classroom**

Listening difficulties refer to any possible hindrance in English listening that involves precision and comprehension in learning. According to Darti & Asmawati (2017), “listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive”. It's possible that students struggle with listening. Most common problems include a foreign accent, ambiguous pronunciation, unfamiliar vocabulary, speaking tempo, and grammatical structure (Nadhira & Warni, 2021). Another factor that influences difficulty is whether listeners must draw conclusions or extract information directly from the text (Nunan, 1997).

Yagang (1994) divided the listening difficulties into four categories: message content, speaker, listener, and physical context. The topics covered in the listening material could refer to nearly anything. Street rumors, proverbs, novel items, and circumstances the student is unfamiliar with might all be included. Additionally, in an impromptu chat, people regularly switch subjects. Usually, the content is not arranged correctly. Whether it's a radio news broadcast, interview questions, a regular chat, etc., listeners frequently have no idea what speakers are going to say.

The second factor (the speaker) defined as the forms of redundant utterances include tautologies, rephrasings, false beginnings, elaborations, self-corrections, and seemingly pointless additions like "I mean" or "you know". The speaker's accent can also affect student understanding. It is more challenging for the listener



to interpret the speaker's meaning when they are unable to see the body language and facial emotions of the speaker. While experienced students may have more time to "tune in" to the speaker's voice and speech pattern, novices may find it more difficult to grasp what the speaker is saying.

The third factor dealing with listeners, foreign-language students lack sufficient familiarity with English colloquialisms and clichés to anticipate the absence of a word or phrase. Because language is used to convey a culture, comprehension may be impeded by a lack of sociocultural, factual, and contextual knowledge of the target language (Anderson and Lynch, 1988).

The last factor is physical setting, the listener's focus may be diverted from the listening passage's content by noise, including ambient sounds and recording-related background noise. Poor-quality equipment can produce unclear noises that make it difficult for listeners to understand what is being spoken.

This is the basic theory used to categorize the students' issues faced by the students in listening classrooms. As a result, the researchers focus their analysis on those four factors. This is also based on the results of pre-interviews with participants where they stated that their difficulty in listening was in accordance with the categories above.

## **2.2 Study of Relevant Research**

There is much research investigating the students' listening difficulties. The study conducted by (Hardiyanto et al., 2021) entitled *Listening Comprehension Difficulties: A Case Study of EFL Students in Listening Class* revealed that low level students had difficulties with message substance, speaker speed, and listener vocabulary. Then students at a moderate level found the speaker's speed and the environment's noises to be challenging. While this was going on, high level pupils had trouble with the lengthy spoken text (message content), speaker's accent diversity, and noises (physical circumstances). It can be inferred that depending on a student's degree of English ability, the listening challenges they face vary.

Alzamil (2021) investigated 87 Saudi female university students aimed to discover whether they experience difficulties learning to listen to spoken English

with the findings that the majority of participants felt that speaking and listening were the two most crucial abilities to master, while listening was also the most difficult. Reading was regarded as the easiest skill to learn and the one that was used the most frequently, indicating that students' judgments of a skill's ease of learning are influenced by how frequently they use it. Speech rate, pronunciation, trepidation, vocabulary limitations, and a lack of background knowledge were all factors in the participants' struggles to learn to listen to English.

Another relevant investigation conducted by Fachriza et al., (2019) entitled Indonesian English Department Students Listening Difficulties and Listening Strategies revealed that there were several listening difficulties. They included poor behavior outside of the classroom, issues with short-term memory, homophones, and speaking rate. Difficulty brought on by insufficient outside-of-classroom practice. Finding practice outside of the classroom is unusual for EFL students in Indonesia. Most students only acquire resources in the classroom, and they hardly ever go hunting for further materials on their own outside of it.

The study conducted by Nodira (2021) aimed to define the difficulties of doing listening tasks and the ways of solving them. The finding revealed there are four things that made it harder for students to learn and complete listening activities. First, is the little amount of time provided to master listening skills. They have limited possibilities to develop their listening skills further because they only studied it two or three times in one semester. Second, kids had trouble learning to listen because there were insufficient facilities. The intonation of words as well as the various English accents should be taught to students.

Based on the previous studies, it can be concluded that those studies focused on listening problems. Those studies are quite similar with this research, but focused on the listening problems only. Meanwhile, this research not only focuses on the problems, but also concern on investigate how they overcome it.