CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1. Listening Comprehension

Listening comprehension is a field of study that needs to be learned by the learners. According to Xiaohua (2011), listening comprehension is a sound stimulus that includes information input, code storage, information processing, and information output, which are very complex high-level psychological processes of the nervous system. In the listening process, the first and crucial step is recognizing words. Phoneme decoding is to understand the basis of words and sentences. Listening would require knowing and mastering the English language's voice and tone, including the language stream of phonemes, linking, stress, and skimming the knowledge because many English words are separately pronounced in the language stream with different pronunciations.

Listening comprehension is unique because it is a process of receiving, processing, and interacting with relevant knowledge, which our mind has to complete instantly (Harmer, 2000). Listening can adapt to the newest technology in listening fields, such as movies, video podcasts, and learning media. In contrast, listening material was limited and often could not be repeated.

Listening in language learning involves distinct modes and functions that cater to various communication contexts and purposes. According to Hurtado and Díaz (2021), listening can be divided into two main modes: One-way listening and two-way listening ('reciprocal' or 'interactional'). These modes intersect with two principal functions of language: 'transaction' and 'interaction' (Brown & Yule, 1983). Transactions have the main purpose of transferring information, while the primary function of interaction is the maintenance of social relations. While it is true, particularly in speech, that virtually all communication

involves elements of both, in most situations, one of the two purposes is dominant.

Effective listening in language learning requires specific strategies to enhance comprehension and processing skills. According to Buck (2001) in Richards (2008) identified two kinds of strategies for listening:

a. Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval:

   1) Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.

   2) Storing and memory processes: Associated with storing linguistic and nonlinguistic input in working memory or long-term memory.

   3) Using and retrieval processes: Associated with accessing memory to be readied for output.

b. Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies:

   1) Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's knowledge, available internal and external resources, and the constraints of the situation before engaging in a task.

   2) Monitoring: Determining the effectiveness of one's or another's performance while engaged in a task.

   3) Self-evaluating: Determining the effectiveness of one's or another's performance after engaging in the activity.

   4) Self-testing: Testing oneself to determine the effectiveness of one's language use.

The exploration of listening comprehension within educational research and applied linguistics has unveiled the intricate layers of this

pivotal language skill. These insights collectively contribute to a comprehensive understanding of listening comprehension, emphasizing its dynamic nature and the multifaceted processes underpinning its successful execution. As researchers continue to delve into these dimensions, the evolving theoretical landscape offers valuable guidance for refining pedagogical approaches and fostering more effective language learning experiences.

2.1.2. Autonomous Learning

Autonomous learning is similar to continuous learning in the sense that it occurs due to individuals' ongoing awareness of the need for and value of learning (London & Mone, 1999). Accordingly, Palfreyman and Smiths (2003) maintain several arguments may be used in favor of developing autonomy in language learners: for example, that autonomy is a human right, that autonomous learning is more effective than other approaches to learning, and that learners need to take charge of their own learning in order to make the most of available resources, especially outside the classroom.

Learner autonomy in language education is a multifaceted concept that can be understood through various perspectives and approaches. According to Benson (1997) distinguishes three broad ways of talking about learner autonomy in language education:

1) A 'technical' perspective, emphasizing skills or strategies for unsupervised learning: specific kinds of activity or process such as the 'metacognitive,' 'cognitive,' 'social' and other strategies identified by Oxford (1990);

2) A 'psychological' perspective, emphasizing broader attitudes and cognitive abilities that enable the learner to take responsibility for their learning;

3) A 'political' perspective emphasizes the empowerment or emancipation of learners by giving them control over their learning. (Palfreyman & Smiths, 2003)

The concept of autonomous learning aligns with the notion of continuous learning, as both are rooted in individuals' perpetual recognition of the necessity and value of ongoing education. By highlighting skills, attitudes, and empowerment respectively, these perspectives emphasize the multi-dimensional nature of autonomy in language education. As the field continues to evolve, recognizing and fostering autonomous learning becomes integral, offering learners the agency to navigate their linguistic development and harness a wealth of resources for a more profound and self-directed educational experience.

2.1.3. Movies as Language Learning Media

Many people, from children to adults, like to watch movies, and many movies can be seen in everyday life. Barsam and Monahan (2010) define a movie as a story captured in a set of celluloid strips/films, which are shown on a screen with a certain speed to give an impression of moving. As technology grows so fast, the movie industry is also affected by the making of the movies. Instead of celluloid strips, movie making nowadays is more digital, but the main characteristic of the movie itself remains the same: movies or films are "motion pictures".

Movies widely used in language learning allow EFL learners to engage with real-life situations. Movies are another type of audiovisual program that has long been regarded as an essential source for foreign language instructors because they are authentic sources of material (Kaiser, 2011). English as Foreign Language (EFL) learners often attend universities with many English language problems, such as poor comprehension, limited vocabulary, slow reading, poor grammar, and low-level conversational skills. Providing movies in English learning might be one of the ways to solve these problems since it is a fact that cartoons and movies use language so extensively in performing their cultural aspect. Language is crucial in

connecting and defining the various visual and sound information forms that present the movies' experiences. Hestiana (2022) argues that vocabulary and listening comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue and other sound information at the bottom of each movie frame) can help the watchers increase their reading and comprehension speed.

The pervasive influence of movies on individuals of all age groups, coupled with the evolving technological landscape, has transformed how stories are captured and presented. As movies continue to serve as a rich resource for language instruction, their dynamic interplay of visual and auditory elements immerses learners in cultural contexts and fosters a holistic approach to language development, making them a valuable tool for educators and learners alike (Fussalam, 2019).

Movies can also be media for learning listening skills because of the ability to provide audio together with visualization; if the participant only focuses on visuals, the meaning of the conversation and the movie's storyline can be passed and cannot be understood by the audience. Especially watching movies with no subtitles included can provide more practice in listening skills because participants need to focus on the visual and the audio of communication itself so the audience can understand the meaning of the conversation between participants.

2.2 Study of Relevant Research

Self-directed learning in language acquisition has been widely acknowledged, especially in improving listening skills for English as a Foreign Language (EFL) learners. A related study was conducted by Hidayati et al. (2022), who investigated Unveiling an Indonesian EFL Student's Self-Directed Listening Learning. The findings revealed that this student has gone through a very long process of independent English language exposure by listening to English songs and watching English movies. By doing so, she could improve her vocabulary and understand the

implicit and explicit information from the texts, eventually enhancing her speaking competence.

In another study, Fatimah et al. (2021) explored a student's experience using mobile devices for autonomous listening activities and investigated the benefits of these activities for her language competencies. The interview and narrative frame proposed by Barkhuizen and Wette (2008) were used to answer the research questions. The findings showed that the learner mostly did extensive listening activities by utilizing many understandable and pleasurable spoken expressions through her devices. Having sophisticated software and great immersion allows the learner to get massive listening input, which develops her vocabulary and basic comprehension. Unlike analogue tools used in her first listening experience, these tools devote thousands of listening applications and provide thousands of listening sources like live streams, English songs, news, or videos that can be accessed effortlessly. However, it has also been revealed that these tools affect the learner's psychological factors: learning motivation, confidence, and self-efficacy.

In addition, Saputra and Fatimah (2018) explore how extensive listening can utilize internet-based media, namely TED and YouTube. The study also examines the researcher's reflection on his teaching practice by adopting the participatory action research framework. Participating in this study are EFL first-year students of a state university in Indonesia during the Extensive Listening course. The findings showcase several changes in the teaching-learning circumstances that affect the implementation of in-class activities. The students share that YouTube and TED help them enrich their English vocabulary. Further, they also state that the tasks create a more dynamic and less monotonous learning atmosphere. YouTube and TED can be effective instructional media for Extensive Listening tasks.

A previous study by Hidayati (2022) stated that learners learning English autonomously can take a long time to provide; this research is trying to find the trueness of the previous research and the reason behind the

extended time taken in autonomous learning. This study also seeks to see the reality of research provided by Saputra (2018) and Fatimah (2021) to explore the utilization of the device in enhancing listening skills and the content used in the device to provide the material for learning listening through movies. This research aims to tell the learner's experience in promoting listening skills through movies, devices, and content used theoretically to oppose the theory. Still, is the reality the learner faces the same as the existing theory, or does it oppose it? Listening is one of the most complex skills to develop because it needs to do the learning without the letter provided, so learners need to be focused on listening and the content provided. Is there an interconnection between learning through movies and listening skills? While the previous study only concentrated on the effect of movies on learning English in general, this study tries to combine the impact of the device and the movie in learning listening skills, and it takes a long time to learn autonomously