

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Listening skill**

Listening is one of the four skills that must be learned by every young learner or anyone who is learning a language, which in this study is English. If students are able to master listening skills, it will be easy for them to catch everything that is said by other people and every material explained by the teacher in English. According to Brown (2006), listening is a procedure of building and analyzing the connotation from both verbal and non-verbal input. Listening could spur the acquisition of a second language, enabling speakers of that second language to create, decipher, and sustain social interactions. In other words, it also means that in listening we will identify and understand what other people are saying, which in the process involves understanding accent or pronunciation, grammar, and vocabulary, and comprehension of meaning. In another statement, Brown (2001:24), "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." In a study conducted by Feyten (1991), it was discovered that people spend more than 45% of their normal daily life in listening. At nine percent for writing, sixteen percent for reading, and thirty percent for speaking, this rate has dominated the use of any other single language skill.

According to Ahmadi (2011), listening comprehension is the act of comprehending speech and focuses on the function of linguistic units including phonemes, words, and grammatical structures as well as the function of the listener's expectations, the situation and context, prior knowledge, and the subject. Good comprehension goes beyond single word and sentence comprehension to construct a mental model (Kintsch & Kintsch, 2005). The ability to understand what one hears can be thought of more broadly as listening comprehension, examples of other uses include understanding a story told at the

dinner table or creating a mental model while watching a cartoon on television. (Kendeou, Lynch, van den Broek, Espin, White, & Kremer, 2005. These “listening” skills have been developing since birth (and perhaps in utero, see DeCasper & Spence, 1986).

Results of research conducted by previous experts show that listening skills naturally affect mastery of foreign languages more than other skills such as reading or writing. Learners can internalize and produce language material in communicative conversations by using this receptive talent (Wang, 2018). Receptiveness is the ability that occurs directly in the listener's process of receiving meaningful language codes conveyed by the speaker and will be received through the hearing aid. Listening is one of the skills that must be learned when learning a language, especially when we learn English. This skill is very important to improve because when we are dealing with people who speak English or just hear the news, we can catch what they are saying very well, so there will be no misunderstanding of meaning. So it is no longer wrong if increasing understanding through listening comprehension is something that is very important, especially since this is something that we do in our daily lives.

## **2.2 EFL Learner**

When someone is born in a country where their daily language is the mother tongue or the native language of that country, for example, someone who was born and grew up in Indonesia, where they do not use English at all in everyday life, then he learns English or a foreign language. This is called an EFL learner. Gebhard (2006) defined EFL as study of English by people who live in places in which English is not used as a mean of first language communication. Gebhard added that there aren't many opportunities for them to use English outside of the classroom in such a scenario or in their daily life. Harmer (2007) provided a definition of EFL that is similar, stating that it is the teaching of English to students who are either taking short courses in English or learning the language in their home country. The term second language (L2) is used to refer to

both foreign and host languages, and the teaching strategies are applicable to the learning of either (1982). It means that teaching English as a second language is similar to teaching English as a foreign language, and regardless of whether English is learnt in Indonesia or Malaysia, English is referred to as the target language (TL). Krashen (1985) states that there are two ways of developing ability in a target language: “acquisition” and “learning”. Acquisition is characterized as a subconscious process that is identical to the process utilized in first language acquisition in all significant ways. While language acquisition is happening, language learners are not always aware of the outcomes; they are not overly concerned with following grammar rules or checking their work.

### **2.3 The challenges in learning listening**

Of course, there are many challenges faced by EFL students in learning English, one of which is mastering listening skills. According to previous research, there are many problems faced by EFL students in the listening comprehension process. EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary (Hamouda, 2013). Speaking and listening skill are not often given much consideration by teachers or included in many texts. According to Osada (2004), listening is not a crucial skill for teachers to teach, and students learn listening skills rather than listening comprehension. As a result, it is still the area of language teaching that receives the least attention. According to Hamouda (2013), students have an extremely difficult time understanding speech. Several issues arise for language learners when they listen to a language. If teachers are expected to help students improve their hearing comprehension, they should be aware of the challenges they have in understanding spoken passages and teach them useful listening comprehension techniques to help them overcome these obstacles.

Some of the potential difficulties in listening that become problems in order to increase the listening course. Being unfamiliar with the cultural

knowledge of languages plays a great role in understanding the context. The marriage between language and culture is indivisible (Brown, 1994). Additionally, it stated that the majority of the students think the difficulties they encountered in listening comprehension were due to the bad recording quality / poor- quality tapes or disks (Hamouda, 2013). According to Farrell (2010), first, obtaining the gist of speakers' speeches that are delivered fast. Meanwhile, students only have a limited probability of concentrating on the material spoken. Listening is to assist our students in developing procedural knowledge, i.e., knowledge regarding a way to use language with ease and automaticity. Second, the difference in the accent used by native speakers and the type of speech spoken. Additionally, there were some difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad recording (Asmawati, 2017).

There are 3 variable factors that are the focus of this research, namely:

### **1. The listener**

Someone who performs the action of listening to a conversation or a sound with great attention.

### **2. The passage**

It is a word arrangement with a comprehensive meaning. This indicates that the element being discussed, the subject element (S), is present in the sentence. There is a predicate element (P) that describes what the S element experiences or does.

### **3. Physical setting**

The actual setting in which a tale is set, including the time period, location, weather, and particulars of the surrounds.

## **2.4 Study of the relevant research**

There are several studies that examine the challenges and difficulties experienced by EFL in studying listening and this has become a reference for the researcher in conducting research on this topic. Lidayatul Izzah and Khodijah keeya (2019) conducted research on common listening challenges in Indonesia EFL learners' perception. The results of the study show that many factors contribute to the difficulties in listening comprehension, which results were obtained from a survey conducted on EFL learners in the English Department, Muhammadiyah University of Jakarta, Indonesia. Another research conducted by Ahkam Hasan Assaf (2015) which researches the difficulties faced by EFL learners in listening comprehension on ELC students at the Arab American University-Jenin. The result shows that. Not recognizing word, unfamiliarity of topics, noises and quality of equipment and fast rate of speech are the common and top factors that impairs listening comprehension. Both results of the research obtained from collecting questionnaire that had been filled by students.