

CHAPTER II

LITERATURE REVIEW

A. The Nature of Listening Skills

According to (Thomlison's in Saraswaty, 2018)

Listening refers to the ability to identify and grasp the content expressed by others. This process encompasses comprehending the speaker's accent or pronunciation, their use of grammar and vocabulary, as well as their understanding of meaning. A skilled listener can effectively accomplish all of these tasks simultaneously. Meanwhile, (Rost in Syahabuddin & Rizqa, 2021) describes that listening can be understood as a process that encompasses various orientations. It begins with a receptive orientation, which involves attentively hearing and comprehending what the speaker is saying. Then, a constructive orientation comes into play, where the listener actively constructs and reflects upon the meaning derived from the speaker's words. Additionally, a collaborative orientation emerges, where the listener engages in a mutual exchange with the speaker, negotiating

and responding to the shared meaning. Finally, a transformative orientation arises, enabling the listener to generate new meanings through active engagement, creativity, and empathy.

(Purdy, 1997) states that the active and dynamic process of interpreting, perceiving, attending, recalling, and responding to the wants, concerns, and information presented (verbally and non-verbally) by other people is known as listening. (Saricoban in Marleni, 2015) said that the definition of listening is "the receptive skill that is employed to obtain the productive capacity." It makes sense since people who listen understand what they hear and then practice using the language they have learned. The integration of language abilities creates a dynamic English teaching and learning environment in the classroom. As a result, individuals can practice their language abilities in real situation.

According to (Hidayat, 2013), listening is seen as a crucial skill that must be acquired. A person's interpersonal

relationships are greatly influenced by how well they listen. It's also crucial to develop good listening skills because they help with communication. People must comprehend the significance of the messages their discussion partners are trying to convey in order to develop strong communication skills with others. Listening skills are required in order to understand what others are saying. (Bowen in Gilakjani & Sabouri, 2016) said that listening can be viewed as synonymous with understanding spoken language. When individuals listen to oral communication, they analyze it into its lexical (vocabulary) and syntactic (grammar) elements to grasp the intended message. The process of listening encompasses receiving and absorbing the spoken information, constructing and conveying meaning, collaborating with the speaker to negotiate understanding and provide a response, and generating meaning through active involvement, imagination, and empathetic expression.

(Underwood in Hardiah, 2019) simply defines understanding the meaning of what is heard is prioritized

when listening as a task. English language learners need to have strong listening skills, which include the capacity to distinguish accents, pronounce words correctly, comprehend word meanings, and comprehend grammar rules. Listening is a difficult talent because it requires focus, concentration, and the ability to elaborate on information in order to obtain food. In other words, listening is an active process that necessitates mental engagement. It involves listening for, deciphering, and responding to spoken and/or nonverbal cues. One of the key components of effective communication is listening, which also aids students in understanding the world around them.

a) Listening in Teaching Methodologies

According to (Richards in Jamal et al., 2020)

Listening was the most undervalued skill in the EFL classroom prior to the development of the audio-lingual approach. Reading and writing were given the primary priority in the grammar-translation process, but speaking and listening received little to no systematic attention.

Teaching spoken language was stressed during the pedagogical reform of the late 19th century, which also put a priority on listening skills. The four skills of listening, speaking, reading, and writing were used to organize and classify language learning.

b) Types of Listening

(Nugroho, 2019) states that listening divided into 5 types:

- a. Relationship listening is either to assist a person or to strengthen interpersonal relationships.
- b. Informative listening is the circumstance in which understanding the message is the listener's top priority. Insofar as the interpretation they give communications that is as close to what the sender meant as feasible, listeners are successful.
- c. Critical listening is the ability to listen critically. More attention should be given to the topic of critical listening than we can afford.

- d. Appreciation listening includes enjoying music, enjoying speakers whose speaking styles you appreciate, and enjoying your preferred theatre, radio, television, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. What offers appreciative listening to one person could provide something different to another.
- e. Discriminative listening is the capability of differentiating between sounds. It might be the most significant type because the other four types depend on it. The informed listener is capable of picking up on even the slightest differences in meaning by being attentive to variations in the speaker's volume, rate, pitch, force, and emphasis.

According to (Wilson, 2008), the types of listening as follows:

- a) Listening for gist. This is used to describe circumstances where we are curious about the primary points being made, as well as who is speaking to whom

and why, and how effectively they are presenting their argument.

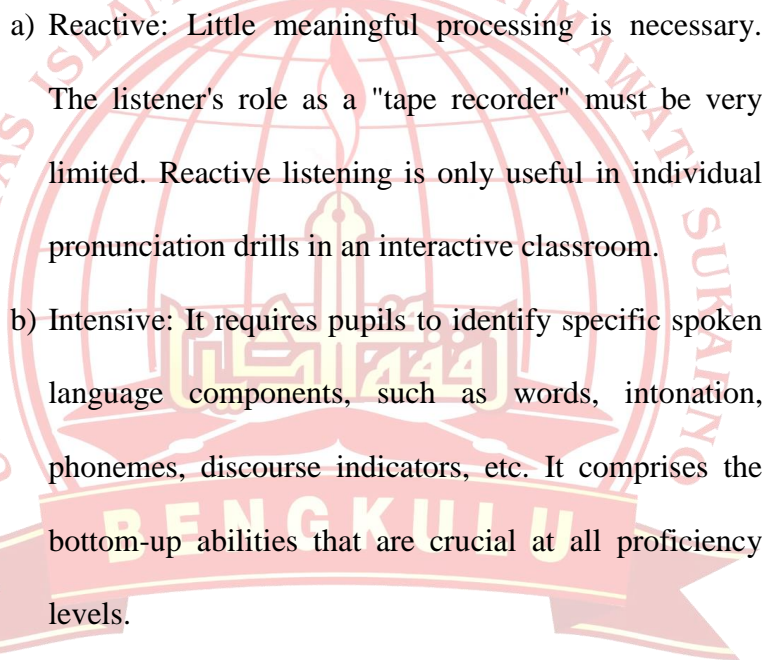
b) Listening for specific information. This refers to situations where we only need to comprehend a very little portion rather than the entire thing. For instance, when listening to a list of delayed trains, we selectively listen for news about the one train we wish to catch since we are only interested in hearing about it. We disregard all other factors.

c) Listening in detail. This is the form of listening that we engage in when, for instance, we must identify errors or distinguish between two passages. Contrary to listening to a list of delayed trains, we cannot afford to ignore anything since we are unsure of exactly which information would be helpful to us in completing our assignment.

d) Inferential listening. This speaks to the kind of listening we engage in when we want to understand the

speaker's emotional state. Inferencing might be necessary.

There are some types of listening performance according to (Brown in Irwan D & Indrasari, 2019) as follows:

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- a) Reactive: Little meaningful processing is necessary. The listener's role as a "tape recorder" must be very limited. Reactive listening is only useful in individual pronunciation drills in an interactive classroom.
 - b) Intensive: It requires pupils to identify specific spoken language components, such as words, intonation, phonemes, discourse indicators, etc. It comprises the bottom-up abilities that are crucial at all proficiency levels.
 - c) Responsive: The majority of listening exercises in the classroom use short bursts of teacher language intended to elicit immediate replies.
 - d) Selective: Its goal is to be able to locate significant information in a field of potentially irrelevant

information rather than necessarily searching for the overall or broad meanings.

- e) Extensive: To create a top-down, worldwide comprehension of spoken language is its goal.
- f) Interactive: This listening activity can incorporate all five of the aforementioned types as students actively participate in debates, role-plays, and other pair and group activities. In order to engage in meaningful give-and-take communication, it must be supplemented with speaking (and maybe other) abilities.

c) Stages of Listening

According to (Strickland in Tarigan, 2008) there are nine stages of listening, ranging from the indefinite to the very serious. The nine stages of listening are as follows:

- 1) Intermittent listening, which happens when the youngster perceives a direct connection to the discussion about himself.

- 2) Listening with scant interest since it is frequently distracted by outside interruptions.
- 3) They are only partially listening since they are preoccupied with other things and waiting for the opportunity to express their hearts and share what is hidden in the child's heart.
- 4) Listening to absorption is a true passive netting because the child is preoccupied with absorption or absorption of things that are less significant.
- 5) Listening occasionally, saving intermittently what is being listened to; careful attention alternates with other preoccupations; only pay attention to the words of the speaker that catches his heart.
- 6) Associative listening keeps the listener constantly thinking back to personal experiences, which makes it difficult for them to respond to the speaker's message.
- 7) Respond to the speaker's words as you usually would by offering comments or inquiries.

- 8) Paying close attention and actually following the speaker's line of reasoning.
- 9) Listening actively to get and discover the thoughts, opinions, and ideas of the speaker.

The listening stage actually reflects the difference in the level of one's involvement with the content of the conversation presented by the speaker.

d) Factors of Affect Listening Skills

According to (Tarigan, 2008), there are eight factors that affect listening, namely:

1) Physical Factor

The quality and effectiveness of a listener's active listening is significantly influenced by physical state. Physical state includes a variety of elements such as overall health, energy level, and physiological well-being. When a listener is in a good physical state, they are more likely to demonstrate attributes that promote active listening, such as being alert, responsive, and empathic.

2) Psychological Factors

Psychological factors are factors that involve personal attitudes and traits. These factors include:

- a) Prejudice and lack of understanding for the speakers, with numerous causes and explanations
This makes it difficult for someone to understand what they are hearing.
- b) Self-centeredness, obsession with one's own interests and issues, etc.
- c) Shortsightedness that causes a less broad view.
- d) Boredom and boredom that causes no attention at all to the subject matter.
- e) Inappropriate attitude towards the school, towards the teacher, towards the subject or towards the speaker.

3) Factor of Experience

It appears clear from this discussion that there is no need to question the fact that our views are the product of development and our personal experience.

The lack or absence of interest appears to be caused by the experience that will be heard being lacking or absent.

4) Motivational Factor

Motivation is one of the indicators of someone's success. A person is more likely to succeed if they have a strong desire to do something. The same is true of listening.

5) Environmental factor

The environmental factors are divided into two parts, namely the physical environment and the social environment.

a) Physical Environment

In order to ensure that students can hear and listen clearly without strain or distraction, it is crucial to pay attention to acoustic issues and solutions when considering the physical environment of the classroom as a key aspect in stimulating listening activity. Teachers must set up

the tables and chairs so that all students have an equal chance to listen and be listened to. Workplaces must be situated close to one another so that kids may effectively converse and even develop good listening skills.

b) Social environment

If communication and language arts are to be developed, a setting that allows kids to experience, express, and evaluate ideas is crucial. For planned informal encounters and activities that call for or involve communication, this should serve as the foundation. Consequently, a setting where educators design activities that let kids benefit from school settings to enhance their communication skills.

6) Role Factors in Society

Our place in society can also have an impact on how willing we are to listen. For instance, as educators and teachers, we enjoy attending lectures. Additionally, we are expected to listen more intently and attentively

as students than we would as regular employees of a nearby business. In conclusion, our social position also has an impact on our listening behaviors.

e) Purpose of Listening Skills

According to (Logan in Tarigan, 2008), the various purposes of listening are as follows:

1) Listening to learn

Listening with the main goal in order to gain knowledge from the speaker's speech material.

2) Listening to enjoy

Listening with an emphasis on enjoying something from the material that is said or heard or performed (especially in the field of art).

3) Listening to evaluate

Listening with the intention that the listener can judge what is being listened to (good-bad, beautiful-ugly, inaccurate-inconsequential, logical-illogical, and so on).

4) Listening to appreciate listening

Listening with the intention that the listener can enjoy and appreciate what he is listening to (story reading, poetry reading, music and songs, dialogue, panel discussions, and debates).

5) Listening to communicate one's own ideas

Listening with the intention of communicating ideas, thoughts, and feelings to others in a smooth and precise manner.

6) Listening to distinguish sounds

Listening with the intent and purpose so that the listener can distinguish sounds exactly which sounds distinguish meaning (distinctive) and which sounds do not distinguish meaning. Usually this can be seen in someone who is learning a foreign language who is engrossed in listening to the speech of a native speaker.

7) Listening for creative problem solving and analysis

The speaker may get a lot of valuable input.

8) Listening to convince

Listening to convince the problem or opinion that has been doubted by the listener; in other words, he listened persuasively.

f) Listening Process

According to (Logan in Tarigan, 2008), In the listening process, there are several processes, including:

- a. Hearing process; in this stage we just hear everything the speaker puts forward in his speech.
- b. understanding process; After hearing, there is a desire to comprehend the contents of the conversation conveyed by the speaker.
- c. Interpreting process; A careful and thorough listener is not satisfied simply hearing and understanding the contents of the speaker's utterance; they want to interpret the content, the points of view contained and implied in the utterance.
- d. Evaluation process; The listener then starts to examine or evaluate the speaker's opinions and ideas regarding

the conversation's strengths and shortcomings as well as the speaker's own strengths and weaknesses after fully knowing and being able to interpret the conversation's content.

- e. Responding process; This stage is the last stage in the listening activity. The listener welcomes, takes into account, and absorbs and accepts the ideas or ideas put forward by the speaker in his speech or conversation.

According to (Wilson, 2008) many of differences between listening and reading illustrate just why listening is considered a difficult skill. The difficulties can be grouped into four general categories, namely:

- 1) The listener will be "forced" to focus entirely on listening to the message due to the qualities of the message, which include the message's use of difficult vocabulary and syntax, the listener's lack of familiarity with the subject matter, and the message's rapid delivery. One of the reasons why people have trouble listening is due to these elements.

2) Message delivery characteristics. Is the message delivered reciprocally or non-reciprocally listening. reciprocal listening when there are two or more individuals involved in the interaction, such as during a conversation. When something is unclear, listeners have the opportunity to respond, ask questions, or request clarification from the speaker. They can also ask the speaker to talk more slowly and clearly at other times so they can grasp what he is saying. On the other hand, in non-reciprocal listening, the listener lacks control over the speaker's message or the ability to verify its accuracy. This type of listening occurs in situations such as listening to radio broadcasts, announcements, or watching television. Consequently, non-reciprocal listening is generally regarded as more challenging compared to reciprocal listening, where there is an opportunity for active engagement and interaction between the listener and the speaker.

3) Characteristics of the recipient of the message or listener. The same message is interpreted differently by various people for personal reasons. This occurs because to differences in motivation, age, the capacity for sustained concentration, physical condition, and other factors. For instance, persons with poor physical condition may need to hear a message several times, whereas people with good physical condition may only need to hear it once. Elderly people who struggle to focus for extended periods of time experience the same phenomenon. In comparison to those who are young and have the ability to concentrate for extended periods of time, they can only receive messages that are partial or not, so naturally, they will receive a more comprehensive message.

4) The quality of a person's comprehension of spoken language is also influenced by environmental factors like poor equipment conditions, room temperature, and distracting noises in the vicinity. In order for the

message being communicated to be understood by others hearing it, there is a propensity for someone to talk loudly or via a loudspeaker when they are in a noisy setting. Likewise, if the tools or media used are not in good condition, the message conveyed through the media will be well received by people who are not good.

Based on the explanation theories above, it can be concluded that listening skills in this research context is an activity that involves understanding and paying great attention to what is heard which includes understanding a speaker's pronunciation, grammar and vocabulary, in order to retell it vocally and in writing. It has some indicators namely:

- a. The topics heard by the students
- b. Listening motivation
- c. Message delivered

B. Teaching Listening Skills at Junior High School

Learning is guided and facilitated through teaching, which also creates the conditions for learning. It can also be defined as teaching someone how to do something, assisting them in their study of it, imparting knowledge, or causing someone to know or understand something.

According to (Connor in Janah, 2021) teaching a language is essentially taught the communicate. Thus, the goal of language instruction is to help students communicate more effectively in both spoken and written formats. Students must have language abilities, nevertheless, in order to communicate effectively. Before speaking, reading, and writing, listening is one of the language learning skills that should be taught. According to (Broughton in Janah, 2021), Teaching Listening is the interactive process of hearing spoken words and giving them a response in which the teacher speaks and the learner listens. Interpreting the message involves using a receptive skill, which requires active participation in the participants' dialogue.

While (Tasnim, 2022) stated that it can be challenging to teach English listening skills to students of English as a Foreign Language (EFL) or English as a Second Language (ESL), particularly those who don't typically have much exposure to the English language. For successful verbal communication, ESL/EFL students need to cultivate their main receptive language skill of listening. However, in many ESL or EFL settings, this skill is frequently disregarded and undervalued in English classes at the primary, secondary, or tertiary levels of education. But second language (L2) students frequently struggle to understand the sounds and meaning of the listening exercise. Additionally, they might not be able to develop their listening skills due to anxiety or hesitation.

Numerous methods and techniques have been promoted and used in language education across the globe as a result of technological advancements. At the upper-intermediate level, music or songs can also aid in the development of listening skills. Audio resources, such as

speeches or conversations that have been recorded, songs, radio broadcasts, and audio versions of books, are frequently used as teaching tools for EFL/ESL training. Language teachers need to help their students acquire outstanding listening skills because of how important hearing is to learning and teaching languages. For example, the school can designate one day each week for the use of English so that the students are comfortable with the listening process.

A teaching material is a tool for learning that serves as a key element of both teaching and learning. The resources a lecturer employs to deliver instruction are also considered teaching materials. As stated by (Chomsin in Siregar, 2017), instructional materials include all of the components used in the teaching and learning process to accomplish learning goals. In addition, according to (Suwarni in Siregar, 2017), the elements of teaching material include the curriculum, goals, syllabus, types, and functions of teaching materials, as well as the roles of teachers and students in the teaching and learning process. Thus, the

success of the teaching and learning process depends on the design of the instructional resources, which is a responsibility that falls primarily on the lecturer.

According to (Musa & Ahmed, 2020) there are elements in teaching and learning listening, as follows:

- a. The teacher is the most significant factor in the teaching and learning process because he or she helps and supervises the students to ensure that they grasp the lesson and because it is up to him or her to translate the concepts from the textbook into actual, useful activities that can be done in the classroom.
- b. The main emphasis of the teaching and learning process is on the learner; he is the listener whose competence level and attentiveness affect his listening comprehension.

While (Nugroho, 2019) stated that the teacher needs to be aware of principles in listening skills, namely:

- a. The early stages of ESL training should focus mostly on listening. It implies that students must first get used to hearing in order to learn English..

- b. Second, listening exercises should make the most of content that is applicable to students' everyday lives. Students may learn the value of the content in actual life.
- c. Third, actual language should be used as much as possible when listening since students find it challenging to understand teachers who use complex words.
- d. Fourth, listening should include a variety of materials with respect to the age, gender, dialect, accent, subject, noise, speed, volume, and genre of the speakers. The intention of this approach is to pique the students' interest in the lectures' subject matter.
- e. Fifth, the teacher must constantly remind the pupils of the importance of listening and require them to demonstrate their understanding of a task. Their listening skills can be honed through it.
- f. Sixth, never provide language material meant to be used to train listening comprehension visually first. First, the students must become comfortable with the audio.

One of the cornerstones of teaching listening is to always have the students think about why they are listening, as was already indicated. Thus, if the teacher is aware of the goals of listening, they can teach listening to the students more successfully. Using a straightforward dialogue to demonstrate how people might listen differently based on its purpose is one method to achieve that.

Based on the explanation theories above, it can be concluded that Teaching listening is conveying some content while demonstrating a comprehension of the linguistic structure, which includes how we use this knowledge of the linguistic structure to comprehend or communicate meaning.

It has some indicators namely:

- a. Identify the meaning
- b. Define the meaning
- c. Responding the meaning

C. Previous Related Studies

Listening is the main basis in the learning process. Listening skill as a prerequisite for achieving the objectives of the learning process. Therefore, there are many previous studies related to this listening skill, including:

The first previous related study is from Alek Andika, Alya Indah Sari (2021) of which title is *The Analysis of Learning Listening Difficulties Toward English Education Study Program Students at University of Ma'arif Nahdlatul Ulama Kebumen in the Academic Year 2019/2020*. Listening is one of the skills that must be comprehended in learning English. Therefore, learning listening is very important because it helps students to build a foundation for other skill. The aims of this study is to find out the difficulties that mostly faced by students in learning listening at University of Maarif Nahdlatul Ulama Kebumen. This research was conducted at University of Maarif Nahdlatul Ulama Kebumen. The type of this research was descriptive qualitative. The data were collected in the form of images

and words. The subjects of this research were students who had taken listening course and registered to English Education Study Program, Faculty of Teacher Training and Education at the University of Ma'arif Nahdlatul Ulama Kebumen. The result of this research as following: there were five problems that caused students faced difficulties in learning and doing listening exercises. (1) Speakers spoke fastly. (2) Students lacked of vocabulary in listening activity or exercise, that was why students did not catch the word clearly in listening course. (3) Students lacked of concentration in listening. (4) Students felt the audio speaker did not work well. (5) There was limited time to learn listening and to practice it.

The second previous related study is from Irfan Yusuf Amir Faisal (2019) of which title is *An Analysis of Students' Difficulties in Learning Listening at the Tenth Grade of MA Nurul Falah*. Listening ability is one of the important skills in foreign language learning, and there has been relatively little research in this specific area. The prior English skill is

listening. Without passing listening, someone can not be able to speak, read, and write. The present study attempts to investigate the listening problems encountered by a group of Tenth Grade Students of MA Nurul Falah. In this research, the writer uses descriptive research method. Data was gathered by the instruments of observations, students' listening scores analysis, questionnaires and interviews. The findings of the study showed that there are two listening difficulties factors that the students encountered which are divided to two, those are internal factors such as unclear pronunciation, limited vocabulary, poor knowledge of grammar, unfamiliarity with the listening topic, inability to concentrate, do not like English, self-distrust, speech rate, and accent, the second one are from external factors like poor tapes quality and noises around them while they are listening. The suggestions therefore state that the school should facilitate the listening lab with adequate equipment and the English teachers should motivate students' enthusiasm by

starting to like and learn English listening also extensively outside the classroom.

The third previous related study is from Lini Diora, Rusdi Noor Rosa (2020) of which title is *An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP*. This research was aimed to find out the difficulties that mostly faced by students in listening comprehension and the factors which cause the difficulties at English language and literature department FBS UNP. This study employed descriptive qualitative research method. The subjects of this research were K-2 Class which consists of 32 students selected by using cluster sampling technique. The data was collected from questionnaire and interview. The researcher distributed the questionnaire to all members of the class. After that, the researcher chose six students to be interviewed. The results of this study showed that the difficulties that the students faced in listening comprehension were related into three categories, they were the listening

material, the listener, and the physical setting. Besides, the factors which cause students' difficulties in listening comprehension were depend on others, shame to ask the lecturer about the material, having emotional disturbances, the lecturer explains the material too quickly, lack of reward and reinforcement, and unfocused.

The fourth previous related study is from Asep Hardiyanto, et al (2021) of which title is *Listening Comprehension Difficulties; A Case Study of EFL Students in Listening Class*. Listening skill in English is one of the most important skills in communication and educational process. However, listening skill is a skill that is not easily mastered by all non-native speaker students. The students need to know and understand the difficulties in listening process. Therefore, the current study aims to investigate the difficulties faced by the students dealing with listening comprehension. This research is a descriptive qualitative research with case study approach that examines six students in third semester of the English education study program in

Universitas Muhammadiyah Kotabumi with three different proficiency levels: low, moderate, and high level. The results of this study showed that students with low level faced difficulties with unfamiliar words (message content), speed of speech (speaker), and lack of vocabulary (listener). Then in moderate level students felt difficult in the speed of speech (speaker) and noises (physical settings). Meanwhile, students with high level faced difficulty with the long spoken text (message content), variety of accents (speaker) and noises (physical settings). It can be concluded that the listening comprehension difficulties encountered by the students at tertiary level are different depending on their proficiency in English. Therefore, the implication of the current study is that the lecturer need to consider the information revealed in this study in order to be able to overcome the difficulties faced by the students.

The fifth previous related study is from Fachriza Amalia Rakhman, et al (2019) of which title is *Indonesian English Department Students Listening Difficulties and*

Listening Strategies. This study aimed at revealing listening difficulties and listening strategies perceived by Indonesian learners in English as a Foreign Language listening class. The data were collected from 6 EFL students who have studied at the English Department program in one of University in Indonesia. This research is qualitative research which used questionnaires, observation and a semi-structured interview with think-aloud protocol to gain the data. This research used a Second Language Listening Difficulties Questionnaire proposed by Anna Ching-Shyang Changto complete the required data. The finding of the research showed that EFL Indonesian learners face difficulties related to internal and external factors. Moreover, in tackling the difficulties, the students apply listening strategies. Those listening strategies are including both cognitive and metacognitive.