

## CHAPTER II

### LITERATURE REVIEW

#### A. The Concept of Listening

In the concept of listening, the researcher present about the definition of listening and types of listening.

##### 1. Definition of Listening

As claimed by kumar (2021) listening is receiving language through the ears. It entails recognizing speech sounds and turning them into different words and sentences. In language instruction, the phrase listening refers to the intricate process that enables us to comprehend spoken language. According to this theory, hearing involves more than just identifying sounds it also entails understanding the meaning of the words. Without listening, there can be no active dialogue. Febriani et al (2022) stated that listening skills means practicing thinking skills. This is due to the fact that when someone is listening, they are processing everything they hear both explicit and implicit in their minds. It is the ability to identify and comprehend a variety of expressions, to actively and accurately listen during a discussion, debate,

or conversation, and to discern the meaning of an expression.

Burns and Siegel (2018) Additionally, it stated that adults spend 45% of their interactional time listening, 30% speaking, 16% reading, and 9% writing. Listening is a highly developed skill that requires students to pay attention to a number of strategies to extract meaning from texts, especially in academic and professional contexts. This implies that the pupils must focus and comprehend the assigned material. The text's content must be understood by the students, and they must pay attention to both general and detailed information. General knowledge that requires listening to identify a topic and listen for the primary ideas.

Many people believe that listening is the hardest skill to master. This is a result of the teachers' propensity to emphasize speaking, reading, and writing skills in ELT. Although the students are aware that listening comprehension is a difficult skill to acquire, they typically disregard it. In the field of education, this becomes problematic, particularly for students. Furthermore, things got worse because more and more people began to believe that good speech indicates good communication.

## 2. Types of Listening

Nunan (2003) distinguished between two listening styles. The first type of listening involves students listening to a given text and then attempting to find specific information within it. The second kind of listening is called global listening, in which students attempt to glean more general details from a text, like the plot, the central idea, and other global details.

Diaz (2004) also proposed three types of listening based on their purpose:

1. listening to repeat

Where students participate in listening exercises to enable them to repeat the words they heard during practice, with an emphasis on appropriate pronunciation.

2. listening to understand

The purpose of this kind of listening is to help students practice and enhance their comprehension. Giving task-based listening is a common technique in this kind of listening, where students are given listening material and asked to complete a task using the information in the listening material.

3. listening to communicate

The purpose of this kind of listening exercise is to improve students' communicative competence and

their capacity for meaningful and fluid communication.

## **B. Pre-listening Activities**

### **a. Definition of Pre –listening Activities**

Pre-listening is the phase of the listening process where you prepare and warm up. It is a type of preparatory work Underwood (1989) that helps the students to respond strategically to the ensuing listening material. So this pre listening activity is an activity that is carried out before we do listening activities. This is done with the aim of giving us an idea of what to do and listen to next. So students can focus more. Pre-listening exercises can be broadly divided into two categories: bottom-up and top-down. The current study attempted to shed light on the impact of vocabulary preparation as bottom-up pre-listening and content-related support as top-down pre-listening activities on listening comprehension performance despite the fact that there are numerous bottom-up and top-down activities.

According to Rost and Candlin (2014), teachers should prepare a variety of activities before assigning the listening task rather than starting it right away without giving the students a chance to prepare. Students could then concentrate better on the listening task as a result. It

is essential to provide pre-listening exercises that cover the topic of the listening challenge in order to activate students' prior knowledge. Pre-listening activities give EFL students a taste of what they will hear throughout the listening process and can make them feel less apprehensive in the listening classroom. A growing number of studies have examined the impact of pre-listening activities on listening comprehension performance. Numerous studies looked into how well pre-listening exercises affected EFL learners' listening comprehension abilities by utilizing their prior knowledge.

The main theory underlying this pre-listening research is schema theory. This schema theory was first mentioned by Bartlett (1932) who defined it as the role of background knowledge in language comprehension. Schema theory highlights the importance of background knowledge which states that understanding is the result of interactions between the learner's background knowledge and the text where new information is linked to new information previously stored in long-term memory.

## **b. Types of Pre-listening Activities**

### **1. Vocabulary preteaching**

Any text's construction and comprehension, regardless of language, depend heavily on vocabulary. Words (both main and function words of varying lengths and difficulties) make up language texts. Thus, the ability to recognize words and have a broad vocabulary is essential for comprehending listening texts in any language (Rost, 2013; Wallace, 2022). When listening to English as a second language texts, the significance of vocabulary knowledge becomes even more apparent because proper understanding of auditory texts necessitates a multitude of demanding receptive processes, such as phonological knowledge.

Pre-teaching vocabulary and other preparatory exercises can activate prior knowledge that is helpful for inferring and making predictions, as well as provide a context for interpretation. The researchers have studied the effects of teaching vocabulary before listening to new texts, realizing the importance of vocabulary for text comprehension through listening. Chung (2002) was the first researcher to examine the impact of pre-teaching vocabulary on students' listening comprehension. In this research there were significant results from the use of pre-teaching

vocabulary. Chung said in his conclusion that vocabulary pre-teaching can increase students' word power and help them understand texts more easily.

## **2. Content Related Support**

Previewing the content that students will be exposed to during the listening task is the second crucial pre-listening exercise. Previewing content activates one's schema and facilitates context interpretation, much like vocabulary preteaching Buck (1995). Content previewing gives students a clear idea of the ideas and information that will be covered in the audio input, which ought to increase their interest in the listening exercise. There have been far fewer studies on content previewing than on vocabulary preteaching, which suggests that researchers are less interested in this area (Chang & Read 2008; Madani & Kheirzadeh, 2022).

Another technique to stimulate learners' knowledge and provide them with the content viewpoint is to have a conversation about the listening content. The listening passage itself often takes up a large portion of a listening lesson; students work on pre-listening exercises, listen to the tape or CD for a short while, and then receive the correct answers.

Some of these procedures will need to alter in order to support students in becoming proficient listeners. Teachers still need to use the three-phase (pre-, while-, and post-) lesson structure that they are so accustomed to Arends (2012), but the emphasis of listening lessons needs to shift to include language and listening processes.

### **C. Teaching Listening for EFL in Indonesia**

According on Lestary (2019) Teaching is directing and facilitating learning, and language learning depends on listening. Aural input is obtained through listening. That allows students to engage in spoken communication and forms the foundation for language acquisition. Effective language instructors demonstrate to their students how to modify their listening strategies to suit a range of contexts, input kinds, and listening goals. They assist students in creating a repertoire of listening techniques and matching suitable techniques to each type of listening circumstance.

It can be difficult to teach listening in an English education program when many of the students find it difficult to extract the exact information from the listening material. This occurs due to a few factors that make listening comprehension challenging for English as a foreign language learners. A higher level of concentration is required when



someone is listening to learn something. Novika et al. (2020) state that teaching EFL listening to Indonesian students is difficult because most of them prioritize reading comprehension and writing the language correctly. It forces the pupils to set aside their listening comprehension.

The speed of the speech, the unfamiliar pronunciation, and the EFL learners' limited vocabulary all have an impact on students' performance in listening comprehension exercises. These issues are the most frequent ones that students run into when they are listening. As listening comprehension plays a pivotal role in acquiring information during a conversation, students need to possess this competency to bolster their academic pursuits. A pupil who is proficient in listening will be able to understand the content. Actually, a lot of students continue to perform at a lower level in listening because they have so many difficulties with this ability. Therefore, educators must try various strategies aimed at improving students' listening abilities. One strategy that can be used is pre-listening activities.

#### **D. Previous Studies**

There are several previous studies that examine pre-listening activities. karimi et al (2019) conducted research on pre listening activities with the title Pedagogical Utility of Pre-Listening Activities for Improving Iranian Elementary

EFL Learners' Listening Comprehension researchers used quantitative methods with tests as research instruments. The participants of this study were the 90 EFL learners studying English in private language institute in Roudsar, Iran. Their age ranged between 15 and 18. The participants were both male (35) and female (55). Researchers used top-down and bottom-up strategies in pre-listening activities. The findings of this study show pre-listening activities had a significant effect on the improvement of listening comprehension performance of Iranian elementary EFL Pedagogical utility of Pre-Listening Activities for improving learners. It was found that both kinds of pre-listening activities were beneficial for primary students.

Diana et al (2022) conducted research on pre-listening activities with the title Learners perspective: the contribution of pre-listening activities on learner's listening comprehension. Researchers used qualitative methods with interviews and questionnaires as research instruments. 30 students in the English Education Department at a public university in Indonesia provided the data. The findings of this study show that pre-listening activities have a positive response from the learners for the impact on their listening comprehension.

Next is research from Madani et al (2022) with the research title The Impact of Pre-Listening Activities on Efl

Learners' Listening Comprehension. This research uses quantitative methods using random sampling techniques in collecting data. All participants in this research were 80 students at Isfahan University Branch, Isfahan, Iran at two different levels. 40 participants at beginner level and 40 others at advanced level. From the research, results were found showing that pre-listening activities had a significant impact on students' listening abilities, both at the beginner and advanced levels. From the research results it was also found that the activity with the most impact at both levels was the vocabulary pre-teaching activity.

Furthermore, Aldukhayel (2023) carry out research with the title the impact of vocabulary preteaching and content previewing on the listening comprehension of Arabic-speaking EFL learners. The research aims to ascertain the effect of pre-listening exercises on the comprehension of spoken texts by Arabic-speaking EFL students. Researchers used quantitative research methods with research instruments in the form of 13 multiple choice and true-false questions. The participants in this research 93 native Arabic-speaking EFL learners, whose professional level is beginner, intermediate, or advanced. The results show that pre-listening activities have a significant impact on listening learners. Especially in vocabulary pre-teaching because it has an impact on all levels beginners, intermediate and advanced.

While content previewing does not have a significant impact on listening students.

The latest previous research is research from Aziz (2023) with the title EFL teacher's strategies in the pre-listening stage of a listening class students' perception: A case study at one of the Islamic University in West Java-Indonesia. This research uses qualitative methods using observation, questionnaires and interviews as research instruments. Researchers conducted research on 55 students at the Islamic University in West Java-Indonesia. The results of this research show that pre-listening activities really help students improve their listening skills and these pre-listening activities are very suitable to be carried out before starting to learn listening.

Thus the researcher can see several differences between previous research and the research that will be carried out by researchers, the first is in terms of research location. Previous research came from foreign countries that also use English as a foreign language, namely Iran and Arabic, so differences in countries will of course also influence differences in research results. Secondly, the difference between the participants, in previous research was that it used high school students and participants with different levels of ability, while the research uses students with the same level and listening abilities. Apart

from that, previous research used qualitative methods while this research used quantitative research.

Table 1. Previous Studies

No	Title	Researcher	Similarity	Differences
1.	Pedagogical utility of pre-listening activities for improving Iranian elementary EFL learners listening comprehension	Karimi et al	The similarity is that the same researchers researched pre-listening activities To improve students' listening comprehension and used the same methods, namely quantitative methods.	There are several differences, the first is in terms of the research subjects this research uses from elementary level students. Secondly, the location of this research is in another country that also uses English as a foreign language, namely Roudsar, Iran.
2.	Learners	Diana et al	The	The

	<p>perspective :</p> <p>The contribution of pre-listening activities on learners' listening comprehension</p>		<p>similarity is that this research examines the impact of pre-listening activities on students' listening comprehension. Apart from that, this research also examined students majoring in English</p>	<p>differences is that this research uses qualitative methods with interviews and questionnaires as research instruments. Then the locations of this research were also at different universities and regions. This research was conducted on students at Public University Karawang, Indonesia.</p>
3.	<p>The Impact of Pre-Listening Activities on Efl Learners' Listening</p>	<p>Madani et al</p>	<p>The similarity is that this research examines the impact of pre-listening</p>	<p>The difference lies in the level of ability of the participants. The study examined</p>

	Comprehension		<p>activities. Apart from that, there are similarities in the research methods, namely using quantitative research methods with tests as the research instrument.</p>	<p>participants at two different levels, namely beginner and advanced. The type of sampling technique used is also different, namely the researcher used random sampling techniques. Apart from that, the next difference is the research location. The location of this research was conducted on EFL students in Iran</p>
4.	The impact of vocabulary preteaching and content	Aldukhayel	The similarity is that this research examines	The difference is in terms of the participant's level of

	<p>previewing on the listening comprehension of Arabic speaking EFL learners.</p>		<p>two types of pre-listening, namely vocabulary preteaching and content previewing. Apart from that, there are similarities in the research method, namely using quantitative research methods with tests as research instruments.</p>	<p>ability. The research examined participants at three different levels, namely beginner, intermediate and advanced. Apart from that, the next difference is the research location. The location of this research was conducted on EFL students in Arab countries</p>
5.	<p>EFL teacher's strategies in the pre-listening stage of a listening</p>	<p>Aziz</p>	<p>The similarity is that this research examines the impact of pre-listening</p>	<p>The differences is that this research uses qualitative methods with observation,</p>



	class students' perception: A case study at one of the Islamic University in West Java- Indonesia.		activities on students' listening comprehensi on. Apart from that, this research also examined students majoring in English	interviews and questionnaires as research instruments. Then the locations of this research were also at different universities and regions.
--	--	--	--	---

Sources: Researcher Analysis

### E. Conceptual Framework

Listening is a very important part in the learning process of English language students. Because with good listening skills students can understand learning with teachers who use English during the learning process. Listening is also used in the TOEFL test which is one of the requirements for prospective students to graduate at university. However, there are many students who have poor listening skills and consider listening courses to be very difficult subjects.

Lecturers have a very important role in the listening learning process. Lecturers must have a variety of effective methods to make the class conducive and students can receive lessons well. In this way, researchers want to conduct research on pre-listening activities as preparation and warm-

up before students enter the learning material. So that students can see an overview of the material they will study. The following figure provides the theoretical framework for this study:

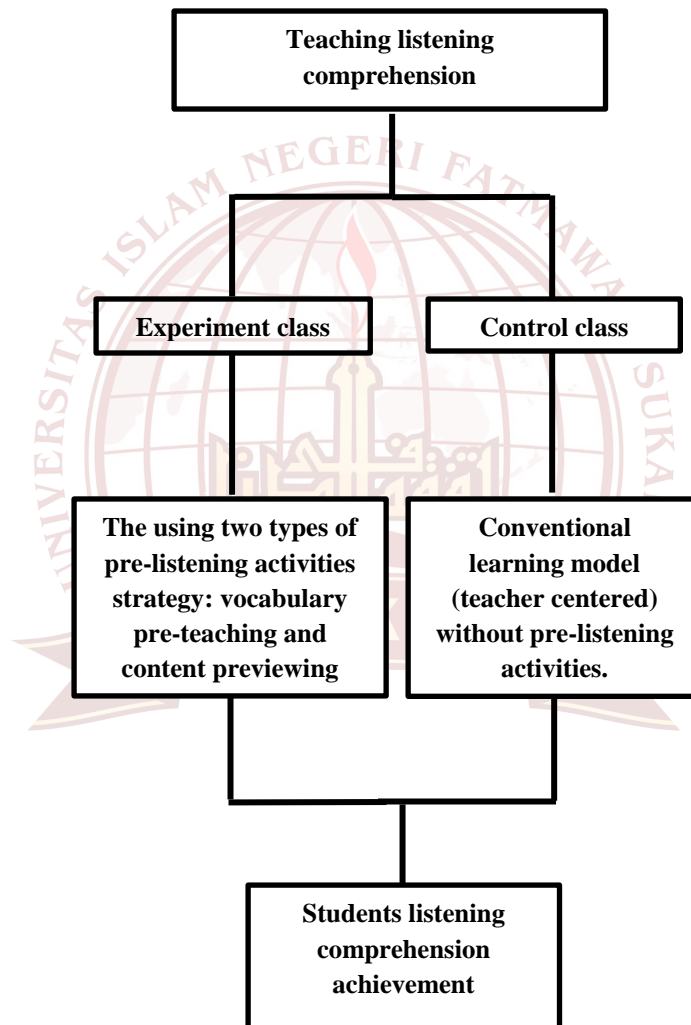


Figure 1. Conceptual Framework

## **F. Research hypothesis**

This refers to the basic beliefs of researchers that enable them to conduct research. Is a temporary truth that is determined by researchers that should be tested and proven Base on the research problem above, the hypothesis can be stated as follows:

Ha : There is significant impact between students who taught pre-listening activities

Ho : There is no significant impact between the students who taught pre-listening activities

