

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Previous Studies

In this study, four previous studies are relevant to the research topic and can be used as a reference for the researcher, to support the theory and guide for conducting research. Previous studies were used following local campus research rules.

The first study conducted under the title “Students’ Difficulties in Listening to The Dialogue” was conducted by Maulida (2018). This research aimed at the problems students face when learning English listening. This research was conducted at SMAN 11 Banda Aceh. Maulida used a qualitative descriptive research instrument. Researchers take data through various written documents, records, workplaces, the internet, surveys, or interviews. The results of this study are students do not receive enough hours of listening learning, listening learning in these schools is one of the least paid attention to, but teachers cannot be blamed entirely for the lack of adequate facilities in schools.

The second study titled "Listening Problems Faced by The Eleventh Grade at SMA Negeri 2 Batu" was conducted by Haeruddin (2017). This research was conducted because during the 8-week observation period, the 11th graders of SMA Negeri 2 Batu had listening problems and some students were busy playing with smartphones during class time. The subjects of this study were 11th graders of SMA Negeri 2 Batu who were interested in English with a total of 150 students and 30 students as a sample based on considerations of the class teacher taught. Based on the research

results, the main problem experienced by students in listening is the personal interest of the students themselves. The second problem is the students' internal factors in learning to listen.

The third study titled "An Analysis of Students' Difficulties in Listening. (A Case Study at the Second Grade of SMAN 3 Pandeglang)" was conducted by Rizza (2020). The purpose of this research is to explore the problems encountered and find out why students have difficulty in listening and learning. The subjects of this study were 6 students of class XI IPA 2 SMA 3 Pandeglang. This study uses a qualitative research approach using a case study approach. The results of this study indicate that the total frequency of scores obtained from the listening test can be considered as "low level".

The last study entitled "A Study on Students' Problems in Listening Comprehension at The Third Year of MAN 1 Pekanbaru" was conducted by Isra (2018). This study aims to describe listening problems and factors affecting students' listening problems. The subjects of this study were 25 3rd graders of MAN 1 grade 12. The results of this study showed that MAN 1 Pekanbaru 3rd graders faced different types of problems. This is because the speaker speaks too fast and there is no clear pronunciation. However, the factors that affect students are due to external and internal factors that cause hearing loss to the listener because they are not practicing their listening skills and not using different listening methods.

What distinguishes this study from the four studies described earlier is that grade 10 SMA Muhammadiyah 2 Bandarlampung has never done a listening skill learning session, even though the school can be considered to have adequate facilities for learning listening skills, there is no listening skill learning sessions for grade 10 that has been taught at the school.

All previous studies are examined by the researcher for this present research, which is based on the topic's relevance to the current study. The prior studies all had the same goal as this one, which was to explore students' obstacles in listening. However, each study has its own set of issues. Given this, the present study's researcher conducted the study with the help of past studies as a guide.

2.2 Theoretical Framework

In addition to previous research, this study employed several theories to aid the researcher in his analysis. The theories that were used were theories that were linked to the research topic. The theories are intended to aid the researcher in better understanding the issue to undertake a well-organized analysis. Below is a more detailed explanation of the theoretical framework.

2.2.1 Definition of Listening

In the field of language studies and the discipline of conversation analysis, one of the subjects investigated is listening. This is a skill that can be developed with practice, and there are several benefits to improving listening ability. Receiving and reacting to verbal and occasionally silent signals is an ongoing process.

Many experts have described listening. "Listening is the earliest stage in first and second language learning," according to Sevik (2012). The definition of listening is that it is the first step in learning a language. Students first acquire language through hearing. In addition to the learning context, KTSP (2006) defines listening skills as

"Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking dalam konteks akademik, dan karya explanation, discussion, evaluation, and public speaking in an academic context, as well as popular and practical astrology in daily life."

Listening, according to Byrnes (as stated in Osada (2004), is a vastly complex problem-solving process that could be subdivided into a collection of separate sub-skills. Listening is defined by Mendelsohn (as stated in Gilakjani & Ahmadi, 2011) as the capacity to understand the speaker's purpose, which requires listeners to know how to process and assess the speaker's intents in a specific situation, in addition to their ability to process linguistic forms.

Helgesen (2003) states: "listening is an active, purposeful process of making sense of what we hear. More often we hear, the more we can understand something". While hearing is receptive, it is also quite active since listeners may comprehend and grasp things at a higher level than what they have heard. They absorb not only what they hear, but also how it relates to other information they already know while they listen.

Listening requires auditory discrimination, auditory grammar, selection of essential information, memorization, and their connection with the relationship between sound and form of meaning, according to Morley (1972), referenced by Gilakjani and Sabouri (2016). This includes understanding the message, as well as understanding the speaker's stress or pronunciation, syntax, and vocabulary. In other words, listeners do more than just listen to the English speakers; they also build meaning in their heads. Finally, listening is a complicated activity that entails many different parts to create meaning.

"Listening is a complicated process in which the listener receives input data, an auditory signal, and interprets it using a range of language and non-linguistic information," according to Buck (2001). According to Nation and Newton (2009), "listening" can predict the early phases of language development in a person's first language (p.37). Then, as a result of this intricacy, issues with listening comprehension may arise. Listening is a talent that is both similar to and distinct from hearing. The meaning of what listeners hear often comes to mind when they listen. Nunan (2003) goes on to say that listening is not just a receptive talent, but it also helps listeners to comprehend the information they are receiving.

Another theory suggested by Kuswoyo & Wahyudin (2017) is that listening is a basic oral language skill. Language abilities are frequently classified as either receptive or productive. The productive skills are speaking and writing. Listening is a receptive skill, as is reading. Thus, listening does not simply imply hearing the sounds of the language but also comprehending it. We acquire listening skills in our

first language (mother tongue) through a process that we are unaware of, so we are unaware of the complexity of the process.

Understanding the message requires the use of a receptive ability called listening. Furthermore, according to Schultz (2003), listening is getting fully engaged in comprehending what a person is saying through words, gestures, and actions. Listening is basically about being in a relationship with another person and facilitating change or transformation via that relationship. Listening to others prompts the listener to respond. It indicates that to grasp the speaker's intent, someone must have a fundamental understanding of the language or have a similar background to a native speaker for communication to go smoothly.

If we are prepared, we will be able to receive the proper words if we listen carefully and understand all of the sentences. Listening, according to the description above, is a sophisticated, active process of interpretation in which listeners fit what they've heard with what they already know. It is a procedure to begin thinking. We must first focus on listening, after which we can easily study the other abilities.

Ayu (2021) suggest listening skill is the ability to understand and interpret what the speaker is saying. This is extremely beneficial in English classes. Listening is another vital talent to have if students want to improve their knowledge of the language. However, at both the high school and college levels, teachers or lecturers use the dull lecture approach to impart material. As a result, students are less

interested in the material offered by teachers. It is tough to discover materials for teaching listening from the standpoint of a teacher.

2.2.2 Definition of Listening Skill

Listening skill has many meanings which have been interpreted by many authors. Nurjanah & Dwiastuty (2018) stated listening skill is a receptive skill since learners do not need to produce language to achieve it. They accept and comprehend it. These abilities are also known as passive abilities. The students use the language that they have learned to communicate a message that they want others to understand through speech or written writing.

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Another theory stated by Aminatun & Haryanti (2021) listening skill is one of the language skills that students of English as a foreign language should learn. Students with high listening comprehension will be able to communicate effectively and prevent misinterpretation. It will also assist students in gaining essential knowledge from any type of information source.

Isnaini & Aminatun (2021) states listening skill is a necessary ability in the world of communication. Listening skill is an important element of learning English. This is a critical component in learning a foreign language. For anyone living in this worldwide era who wants to compete with others, English is used as a global means of communication, especially for students.

2.2.3 The Importance of Listening Skill

Listening skills have an important role in everyday life, especially for students. because according to Oktaviani (2020) when students engage in an interesting listening activity, it will be the best option for learning new words and developing the ability to recognize the spoken forms of words that are already familiar to them.

Sari (2019) stated that in addition to the role of understanding words, listening skills also have another role in terms of vocabulary that can improve the quality of learning English in the classroom. There are several ways to improve listening skills, such as watching movies, listening to music, taking notes, and remembering and understanding what the teacher taught.

Sari & Wahyudin (2019) also suggested that listening skills have an important role in the blended learning process for non-English students. Blended learning through social media can improve listening skills because in social media applications there are voice notes that can indirectly improve students' language literacy.

Oktaviani (2017) also suggested that multimedia also aids in the development of listening skills because it makes teaching and learning activities more engaging for students. In reality, there is little variety in the teaching media; lecturers often only teach reading, listening, writing, and speaking using PowerPoint or video.

Listening skills provide a significant contribution in the language classroom, as indicated in the definitions of listening. It's because they supply language learning input to the learner (Rost, 1994: 141-142).

The following are some of the reasons why listening is so important in language classes:

1. In the classroom setting, listening is essential because it provides the student with input. Any learning cannot begin until the information is understood at the appropriate level.
2. Spoken language allows the learner to engage with others. Because comprehension requires interaction between students. It is critical to have access to native speakers of the language. Furthermore, a learner's inability to grasp the language he or she hears is a motivator, not a deterrent, to contact and learning.
3. Learning an authentic spoken language is difficult because it requires the student to grasp the language as it is spoken by native speakers.
4. Listening activities give teachers a way to direct students' attention to new language forms (vocabulary, grammar, and interaction patterns).

It may be stated that language learning is impossible without good listening abilities. This is because there is no communication without human connection. Listening is equally important for learning other disciplines in addition to languages.

2.2.4 Potential Obstacles to Learning Listening Skills

According to Mandasari (2017), Senior high school students find it challenging to learn listening skills in English class. The students' lack of exposure to native English speaker sounds in English is one reason beyond this one. They are given the information in the form of specially produced materials that were made to impart listening skills. Due to this circumstance, the students are not engaged with the teaching materials. The students lack the motivation to learn English because they are not interested in doing so. Providing students with authentic materials is one way to reduce their listening difficulties. Because the teachers don't need a lot of money to buy the materials, these resources are cheap. Additionally, since the materials are available from a variety of sources, access to them is very simple.

In addition, Lengkoan (2022) suggested that listening skill is challenging for a variety of reasons. The most frequently cited reasons were unfavorable classroom conditions, a lack of visual aids, unfamiliar vocabulary, unclear pronunciation, speech rate, exposure to dull topics in longer texts, and phonological characteristics. Due to these issues, students frequently feel frightened and lazy to improve their listening skills in the classroom. In addition to the aforementioned issues, Indonesian English language learners hardly ever hear English spoken by native

speakers. When students listen to texts read by native English speakers, it is more challenging for them because they are unfamiliar with how native speakers pronounce the language. Students' ability to listen may be hampered by students lack of familiarity with native speakers' pronunciation.

Furthermore, Munro and Derwing (1999), supported by Goh (1999) stated that many students cite speaker accent as one of the most important factors influencing listening. This is because overuse of accented words can greatly reduce misunderstandings. An unfamiliar accent, native or otherwise, can cause serious listening problems, and accent familiarity improves a student's listening skills.

According to Underwood (1989), there are several obstacles to an effective listening comprehension process. First, the listener cannot control the speed of speaking. The biggest problem with listening is that the listener cannot control the speed at which the speaker speaks. Secondly, listeners cannot repeat words and this can cause significant difficulties. Students cannot play part in the recording. The teacher decides when and what to repeat as audio text, but it is very difficult for the teacher to judge whether the learner understood what he or she heard. Third, listeners are not very knowledgeable about vocabulary. The speaker can choose words that the listener does not know. When you come across an unfamiliar word, you may not think about the meaning of that word for a while and miss the next part of the speech. Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts facilitate listener communication. Listeners may be able to understand the superficial meaning of the passage, but unless they are familiar with

the passage, they may have considerable difficulty understanding the full meaning of the passage. Fifth, it is not easy for listeners to focus on the spoken text. A brief pause in attention can interfere with comprehension.

Lastly, Walker (2014) states that one of the serious problems of listening is related to the pronunciation of words that differ from the printed representation. Because spoken language differs from written language, recognizing the words that make up spoken language can be challenging for students. In addition to identifying words without familiarity with pronunciation, students must determine which parts of speech belong to which word. Prosodic features of spoken language, such as stress, weak and strong word forms, and intonation, also affect comprehension of spoken language. He also pointed out that oral passages exist and need to be processed in real-time. Listening requires immediate processing knowledge that can play an important role in listening skills. Culture and its history can facilitate the listening process.