

Chapter Two

Literature Review

In this chapter, the researcher explores some theories related to the topic that the researcher want to research. The theories included in this chapter are aimed to give more explanation about the problems faced by students in learning listening. Some reviews of related research are included in this chapter.

Definition of Listening

Some researchers try to define what listening is. The definition of listening proposed by a researcher might be different from one to another. Researchers like Howatt and Dakin (1974) defined listening as “ability to identify and understand what others are saying. This involves understanding a speaker’s accent and pronunciation, his grammar and his vocabulary and grasping his meaning”. In addition, Yagang (1993) stated that listening is the ability to identify and understand what others are saying; it is not passive but active process of receiving and constructing a message as one steam of sound. It means that listening is an active process that needed paying attention and also need fully of concentration to get meaning by using listening comprehension by using hearing what speakers says and try to know everything what speakers said.

Listening is an activity to hear and also to listen or hear information from the speaker. According to Downs (2008) the word listening is defined as making an effort to hear something; to pay attention or heed. The listener listen the message from the speaker seriously. The listener has to focus during the process of listening and ignore anything that can make information and concentrations are loss.

In summary, listening is a process of receiving and understanding what other is saying. In this process, listeners need to pay attention and need more concentration like as

speakers' accent, dialect, vocabulary, and intonation and facial expression which are delivered by speakers.

Types of listening

According to Vasiljevic (2010) listening activity can be divided into two types: First, extensive listening and second is intensive listening. Vasiljevic (2010) stated that "Extensive listening is the activity in this type emphasizes on listening to general utterance in which a listener does not need to understand details deeply". The students are expected to hear for pleasure without being threatened of comprehension exercises after hearing the text. Usually this types use recording or read by teachers in class. According to Vasiljevic (2010) intensive listening this listening demand on listeners' capability deeply to understand uses critical thinking. In this type students need to think more, whether or not and also reliable or not the listening.

Nation and Newton (2009) categorize listening into two types namely one-way listening and two-way listening. In one-way listening, there is just one speaker or if there are 2 or 3 speakers but just one who become a speaker so audience will not respond. It has meaning that the listeners have no chance to giving respond and comment to what the speaker is saying. Furthermore, Brown (2007) states that there is no chance for listeners to interrupt or stop the speaker when the speaker speaks for any length of time. Therefore, listeners have to process the speech as the speech is going on. Example of one way types of listening is monologue such as speeches, announcements, and news broadcasts. Another listening type is two-way listening or interactional listening that is used to maintain social relations (Nation & Newton, 2009). The example of this listening type is dialogue by two or more speakers. In here, the speakers doing same role in dialogue which are be the listening and which are be speakers. In the State Senior High School in Karangdowo, teachers usually teach students using extensive listening and also one-way and two-way listening.

Process of listening

There are three models on how spoken language is processed. These processes are categorized into bottom-up process, top-down process, and interactive process. Gilakjani and Ahmadi (2011) argue that when listeners only prioritize their linguistic knowledge, as in bottom-up process, the listener will be inefficient listeners because they have to process the incoming input from the sounds level to the complete texts in order to understand the spoken language.

The second model of listening process is the top-down process. Richards (2008) describes that top-down process refers to the use of prior knowledge to interpret what speakers are saying. In the top-down process, listeners use their prior knowledge (such as knowledge of topic, situational, or schemata) in understanding the spoken language. However, as stated by Gilakjani and Ahmadi (2011) top-down process will not be effective when listeners have no prior knowledge to what is heard. Thus, listeners will fail to understand spoken language if listeners only rely on top-down process.

Interactive process is the last model of listening process. This process combines bottom-up process and top-down process, in which it overcomes the disadvantages of those two processes above (Gilakjani & Ahmadi, 2011).

Problems in Listening

In the process of listening comprehension, there are some potential problems in learning listening. Ur (1984) identifies eight potential problems of listening comprehension. The problems are dealing with hearing the sound, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accent, and using visual and aural environmental clues. They are explained as follows:

Hearing the sound. Mishearing the English sounds is one of the problems which are faced by listeners. In this case, Ur (1984) explains four reasons why listeners mishear the English sounds. First, some English sounds do not exist in listeners' native language. Second, sounds exist in listeners' first language but it has variation in English. Third, listeners do not perceive English sounds accurately because of the sequences and collocations of English word such as consonant cluster.

Four, listeners mishear English sounds because they do not notice the stress and intonation patterns, in which stress and intonation patterns play a significant role in determining the meaning of words as well as the meaning of utterances. Hence, when they do not notice the stress and intonation patterns, they may perceive the spoken language wrongly.

Understanding intonation and stress. Intonation and stress can interfere with listening comprehension, in which when listeners do not pay attention to speakers' intonation and stress; listeners may misinterpret utterances (Ur, 1984). This is because both intonation and stress are carrying the information in the spoken language (Buck, 2001). Intonation is "the variation in pitch that takes place within an utterance" (Buck, 2001, p. 36). The variation in pitch is related to the meaning of an utterance. Buck reviews that an utterance can be identified as a statement or question by its intonation pattern. For instance, falling intonation usually refers to the statement while rising intonation refers to the question.

Besides intonation, listeners need to be familiar with stress. Buck (2001) reviews two types of stress in English that is word stress and sentence stress. Word stress refers to the "emphasis of the various syllables within a word" (Buck, 2001, p. 35). He gives examples on how certain words can function as noun, verb, or adjective when they are given different stress.

Coping with redundancy and noise. Redundancy and noise can interfere with listening comprehension. Redundancy is common in spoken language, in which speakers

make repetition, make elaboration, or add some expressions when they are speaking.

Anderson and Lynch (1988) also state that redundancy can lead listeners to the listening comprehension problems because there is much information that listeners have to process at one time.

Predicting. The listeners' ability to predict what is coming up in the spoken language is very important because it can improve their listening comprehension. However, not all listeners are able to make prediction while they are listening. Ur (1984) points out two reasons why predictions are difficult for listeners. First, the listeners are not pay attention to the stress and intonation. Second, the listeners are not familiar with collocations, idioms and proverbs which are used in spoken language.

Understanding colloquial vocabulary. Ur (1984) explains that colloquial vocabulary exists differently within the informal speech. To begin with, the way vocabularies are pronounced in the formal speech such as in the classroom will be pronounced differently in informal speech. Therefore, listeners, who are mainly exposed to certain ways in which certain word is pronounced, will find it difficult to recognize the same words when it is pronounced differently. In addition, informal speech is also characterized by reducing forms, in which some words are not pronounced. Ur (1984) gives an example, it is common for speakers to say 'where you going?' instead of 'where are you going?' Therefore, when listeners are not familiar with colloquial vocabulary, listeners will simply do not recognize the words or expressions they have just heard even they are not aware that certain words or expressions are pronounced by speakers.

Fatigue. Ur (1984) explains that language learners usually try to understand every single word they heard. Doing this in any length of time, they will tire and they cannot concentrate in listening. In short, fatigue can reduce their ability in comprehending spoken language.

Understanding different accent. There are many English accents in the world such as British, American, India, and Singaporean. Therefore, Ur (1984) states that language learners who are mainly exposed to the certain English accent, such as their teachers' accent, will find it difficult to understand unfamiliar accent for the first time.

Using visual and aural environmental clues. Ur (1984) notes that visual and environmental clues are important because they provide extra information that can be used by the listeners to comprehend spoken language. However, in the listening process, language learners tend to focus on interpreting every single word heard.

As they are busy to interpret every single word, they cannot use visual and environmental clues in comprehending the spoken language. In other words, they interpret the spoken language by isolating the words heard with the visual or aural environmental clues.

Factor affecting listening problems

There are many factors affecting listening problems. According to Brown and Yule (1989), the difficulty of listening is caused by four major factors. They are speaker, listener, content, and support. They are explained as follows:

Speaker factor. To begin with, the three listening difficulties related to the speaker are the number of the speaker in the spoken language, the speaker's speech rate, and the speaker's accent. First, the number of the speaker influences the ability of listeners to understand the spoken language. There is only one speaker in the spoken language so listeners can easily identify the speaker's habit in speaking because they only need to pay attention to one speaker at a time. Besides, another difficulty which is related to the speaker is speech rate, in which it is easier for the listeners to listen to speakers who speak slowly because as speakers speak slowly, they speak clearly. Moreover, another problem which is

related to the speaker is accent. Language learners who are used to hearing certain kinds of accent will find it difficult to understand the spoken language in which speakers' accent is unfamiliar for them.

Listener factor. The difficulty of listening is also affected by the listener himself. The difficulty is dealing with the role of the listeners and the listeners' interest in listening. In terms of the listeners' role, listeners have two roles in listening that are over hearer and participant. As the over hearer, listeners listen to the spoken language, in which it is not address to them while, as the participant, listeners are not only listen to what speakers are saying but also involve in the conversation.

Brown and Yule (1989) noted that listeners will find it easy to understand the spoken language when they are involved in the spoken language. It means that, it will be difficult for listeners to understand the spoken language when they are an over hearer. Besides that, another problem is related to interest of the listeners. Interest is important in listening process because when the listeners are interested in listening to the spoken language, they will pay attention to what is heard. Therefore, they will understand the spoken language easily. When listeners are not interested in listening, they might not pay attention to what the speaker is saying so they do not understand what the speaker is saying.

Content. The content of the spoken language is also contributed to the difficulties of listening comprehension. According to Brown and Yule (1989), the content of spoken language is dealing with vocabulary, grammar, and background knowledge. The use of unfamiliar vocabulary, the grammar complexity can also be the source of listening difficulty when listeners are not familiar with the speakers' grammar. In another problem is dealing with the background knowledge. In which, it will be difficult for listeners to understand what is hear when they have no background knowledge or previous information on the topic to be discussed.

Support. Listening difficulty is also dealing with the support. There are many supports that can be used by listeners to understand the spoken language such as speakers' facial expression, picture, photo, diagram, and transcript. Those supports are important because they offer extra information for listeners in understanding the spoken language. In analyzing listening comprehension problems in this study, the researcher relies on the classification of listening comprehension problems which have been classified by Brown and Yule (1989).

Methods in learning listening

In this research, the researcher mentioned there are three methods. They are authentic material, video and also dictogloss. They are explained as follows:

Authentic material. Authentic material is defined by Gardner and Miller (1999) as material intended for some other use besides language learning. Authentic material can come in all forms of communication. It may be written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used for language instruction. Guariento and Morley (2001) stated that authentic texts motivate learners and promote language acquisition. Firstly, authentic text or material tends to be more interesting than invented text. Secondly, authentic text motivates learners to pay attention to meaning instead of only form or structure.

Video. Mirvan (2013) asserted that employing video materials in a classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life. Christopher and Ho (1996) provide another reason why this is so; it can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss. In order to choose video material for the classroom, topics must be chosen based on students' interest and their level of English proficiency, as well as cultural aspects.

Dictogloss. According to Wajnryb (1990) is credited with helping to develop a new way of dictation known as dictogloss. Dictogloss is a relatively recent procedure in language teaching. In traditional dictation students recreate a dictated text word for word. However, dictogloss has different procedures and objectives. It combines dictation, paraphrase and interpretation. The concept is simple: learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. In a dictogloss task, learners listen, write and speak, relying on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task with the focus remaining on grammatical competence. The student generated versions are considered using three criteria; grammatical accuracy, textual cohesion (if the created text holds together as a meaningful ‘chunk’ of language), and logical sense.

Alternative forms to the original dictated form are encouraged as long as they meet these requirements. Dictogloss is an integrative strategy that was originally used for second language learners. The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context (Patten, Inclezan, Salazar, & Farley, 2009).

An Overview of English in One State Senior High school in Karangdowo Klaten Central Java

In One State Senior High school in Karangdowo there is English class in. Based on the researchers’ experience when learning in One State Senior High school in Karangdowo, English teachers usually teach students only by textbooks and little explanation about materials. Students usually just learn individually based on what textbooks’ explanation. In, there is no specific class, which taught listening skill but in grade XII, the English teachers focused on the students to learn about listening skill in order to prepare them to face the National Examination. In teaching listening, the teacher often bring a tape recorder or take

students to a language laboratory for listening lessons. Then, the teacher play recording to students and teacher gave instruction to student to answers the questions on textbooks and when the teachers still have a time, teachers usually instantly correct answers with students.

Review of Related Studies

Many researchers conducted studies to find out listening comprehension teachers difficulties in teaching listening. To begin with, a study conducted by Juan & Zainal Abidin (2013) English Listening Comprehension Problems of Students from China Learning English in Malaysia. This research discusses the English listening comprehension problems of university international students from China. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Sains Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning.

The interview was conducted to investigate students' perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while-listening and post-listening.

Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process. Moreover, the differences in the accent of the native speakers prohibit the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning. This enhances the data availability and the interpretative analysis. In order to validate the data and the analysis, experiences and documents analyses were conducted. This research laid a good foundation for further research; it provided useful information concerning the effective strategies to enhance students' listening skills and will improve the instruction of English listening class to achieve the win-win situation.

Another researcher is by Siwasian (2014) with title the problems encountered and the strategies employed in listening comprehension by the English education department students of UMY academic year 2010/2011. The study aims to identify listening comprehension problems encountered by students of the English Education Department of UMY academic year 2010/2011 and listening comprehension strategies employed by the students. By using qualitative approach, she interviewed six students of EED. Research findings indicated that the participants found it difficult to understand the spoken language due to twelve listening problems. They are categorized into problems of the speaker, listener, content, and support.

Problem of the speaker involves rate of speech and accent while problem of the listener is dealing with interest, hearing the sound, practicing, and the ability to recall the meaning of known word, concentration, and negative transfer. Moreover, vocabularies and expressions are grouped within problem of the content while transcript and the loud speaker belong to the problem of the support. To overcome the problems, the participants employed seven listening strategies. The strategies are categorized into cognitive strategies and social/affective strategies. Cognitive strategies involve rehearsal, inferencing, imagery, using resources for receiving messages, practicing naturalistically, and identifying the sound while questioning for clarification belongs to social/affective strategies particularly social strategy.

The third researcher is (Nowrouzi, 2015). English as a Foreign Language (EFL) listening skill is considered a problematic skill particularly in a foreign language context where practice opportunities are limited. This study aimed to explore the listening comprehension problems of a group of EFL learners. Survey method was followed to collect data from a group of Iranian tertiary level EFL learners (n = 100) using the Listening Comprehension Processing Problems Questionnaire. The results indicated that the learners experienced moderate to high levels of difficulty in all three categories of listening comprehension problems, namely perception, parsing, and utilization. The findings are

expected to have useful implications for syllabus designers and teachers who intend to address the listening comprehension problems of EFL learners.

The data collected by the listening comprehension problems questionnaire reveal that Iranian tertiary level first-year EFL learners' listening problems can be categorized into three types in relation to the three phases of listening comprehension: perception, parsing, and utilization. The most dominant problems were distraction and missing or misperceiving sounds and words related to perception, chunking difficulties and sentence forgetting concerned with parsing and confusion about the main idea pertaining to utilization. This study has pedagogical implications.

Based on the results, the participants in the present study suffered almost equally from all three categories of problems. This means that in L2 listening courses perception, parsing, and utilization problems should be emphasized equally. Due to the primary importance of perception and parsing problems, equally important areas of difficulty like pragmatic and discourse problems can be neglected. Material developers, syllabus designers and L2 teachers should pay particular attention to learners' utilization problems since owing to their implicit nature it is likely that learners fail to recognize their own pragmatic and discourse problems. Further research is required to explore the strategies that L2 learners employ in dealing with their listening problems.

Conceptual Framework

Listening is one of the most difficult skills for foreign language learners due to the complexity of its process and different types of knowledge required for successful listening (Field, 2008). Based on Ur (1984), identifies there are eight potential problems in listening. These difficulties dealing with hearing the sound, understanding intonation and stress, coping

with redundancy and noise, predicting, understanding colloquial vocabulary, fatigues,
understanding different accent, and using visual and aural

Figures 1. Conceptual Framework



