

CHAPTER II

LITERATURE REVIEW

This chapter discusses some relevant theories that are related to the research. It includes the definition of listening, the nature of listening strategies, the correlation of listening strategies and listening comprehension, and previous studies.

A. Listening

a. The Important of Listening

The important of listening in language learning has changed over the past years. Listening used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice (Hedge 2000). This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication.

There are a lot of reasons why educators are now focused on the ability to understand and contribute to communication. Firstly, pupils at basic school are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, students have to develop effective listening strategies that will enable them to learn another language.

Underwood points out that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear (1989:1). Even though listening may be seen as a passive process it is not true because we as listeners have to concentrate on the message to be able to decode it.

Underwood argues that hearing can be thought of as a passive condition, listening is always and active process (1989:2).

There are three main stages involves in the auditory process. During the first stage sounds are structured into meaningful units. The process of organizing the sounds into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. The last step includes transmitting the newly acquired information into the long term memory so that we can use this information later (Underwood 1989). The important of listening in language learning worth since when you do not listening you will never learn anything new.

b. Purposes for Listening

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived of the content (Ur 1984:3) and these ideas are based on our knowledge about the heard information.

These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody. According to Ur (1984) the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can either verbal or non-verbal ways of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts an Ur argues that listening tasks should consist of short parts demanding immediate answer.

In everyday situations there are a great number of response for listening. Brown and Yule divided the purposes into two main categories interactional and transactional. Interactional purpose convey social reason of communication such as chatting at a party where transactional is used to express exchange of information such as to follow instruction (Hedge 2000).

Galvin claims that there are five main reasons for listening such as to engage in social rituals: to exchange information; to enjoy yourself; to share feeling and to exert control (Hedge 2000:243).

According to Underwood (1989) teachers should prepare their students for these situations:

1. Attending a lesson or a lecture. The aim of this activity is to understand the main concept and to be able to distinguish the main information.
2. Listening to announcement, news and weather forecast. In this situation listener's objective is to get relevant information.
3. Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listening

to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation.

4. Listening to or watching plays, watching TV or listening to a radio for pleasure. The aim of this activity is to entertain oneself.
5. Listening to someone giving a speech. The listener is often interested in views and attitudes of the speaker.
6. Following the instruction. The listener's objective is to accomplish the task successfully.

Since it is difficult to provide listening that contains natural speech and is highly interesting I consider this list of purposes of individual listening as a support for teachers when they are choosing the listening text for their students.

c. Process of Listening

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how to listen.

There are two main views of listening bottom-up process and top-down listening process.

1. Bottom-up listening process

This type of process is linear as the meaning is gained at the end of the process. Hedge (2000:230) points out that *we use our knowledge of the language and our ability to process acoustic signals to make sense of the sound that speech presents to us*. In other words we create the

message from the individual parts e.g. from sound to words to grammatical units to lexical meaning and at the same time with this process we use any clues that can help us with the meaning.

Hedge claims that there are several clues such as the stress implied on certain meaningful units, relationship between stressed and unstressed syllables; we also use our lexical and syntactic knowledge to get the meaning of the words.

2. Top-down process

Previous background knowledge of the topic of the conversation help the listener to explain interpret what the speaker is talking about and this prior knowledge enables him or her to predict what may come next. The prior knowledge was also termed as schematic knowledge. The top-down process also allows the listener to avoid some aspect of the bottom-up process (Celce-Murcia 2001).

According to Brown and Yule the listener must put the language in a context of situation to get the meaning. Native speakers usually use their background and cultural knowledge; and their previous knowledge for listening situation as they expect that certain situations are connected with typical features and language. These above mentioned facts make the listening comprehension easier as they help them to interpret what is being spoken about and what will probably follow (underwood 1989). It is teacher responsibility to teach their students to pay attention to what they hear, to get the main idea and interpret it and subsequently respond to the information.

d. Difficulties during listening

A great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand students, who learn from what they hear, usually achieve better results at listening. Underwood argues that students whose mother tongue contains similar or same intonation and stress patterns have fewer problems in comparison with students whose mother tongue is based on different rhythms.

According to Anderson and Lynch (1991) the first thing that learners have to develop is ability that will enable them to identify the topic of the conversation and help them to find and relevant reaction. Secondly, learners should also develop an ability to predict the development of the topic as this ability will help them to prepare a suitable response in advance. Thirdly, they ought to recognize and also indicate when they do not understand enough to make a relevant response. Learners have to learn how to cope with problems of the topic clarification by using expressions such as “excuse me? pardon? or sorry, I do not understand?” or simply by repeating the speaker’s words to show that they are having problems.

B. Concept of Listening Strategies

1. The Nature of Listening Strategy

Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken

input” (Ho, 2006, p. 25). Ebadi and Oroji (2016, p. 12) explain that “listening strategies in listening comprehension has been investigated in order to help students a lot by paving the way for comprehension process to be much easier”. Wherefore, listening strategies are activities or techniques which directly contribute to the comprehension of listening input and its recall (National Capital Language Resource Center, 2004). Amin, et., al (2011, p. 3) stated strategic listening can be defined as the process of being aware of listening processes, having a repertoire of listening strategies, and knowing which work best with which listening tasks; using various listening strategies in combination and varying the combination with the listening task; being flexible in the use of strategies. Listening comprehension strategies are universal actions, behaviors; approaches, procedures, and plans listeners use to be able to comprehend oral tasks more easily (Chen, 2008). It can be claimed that listening strategies is the way to manage and handle the process of listening comprehension to achieve better result.

2. Types of Listening Strategies

O’malley and Chamot’s (1990; Lee 1997; Vandergrift’s, 2003; Ho 2006; Golchi, 2012; and Tugrul Mart 2014) expressed that there are three types of strategies in listening comprehension, they are cognitive, metacognitive, and socio-affective.

The theories to be the basic and three main category of listening strategies (Serri, Boroujeni, & Hesabi, 2012, p. 843).

a. Cognitive strategy

Richard (2008, p. 11) define “cognitive strategy is Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval”. Huy (2015, p. 25) defined cognitive strategies were used to help students to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema. In line with Ratebi (2013, p. 141) defined cognitive strategies are behaviors, techniques, or actions used by learners to facilitate acquisition of knowledge or a skill. Cognitive strategies are problem-solving techniques that learners use to manage the learning tasks and make easy the acquisition of knowledge or skill and involve direct manipulation or alteration of the learning materials (Derry & Murphy, 1986). Azadi, Zare and Khorram (2015, p. 33). These strategies can be more divided into, inferencing, elaboration, imagery, summarization, translation, transfer and repetition. Cognitive strategies exist in the working memory and facilitate the central administrative jobs of processing information and passing it from one process to another (Macaro, 2006).

b. Meta-Cognitive Strategy

Ratebi (2013, p. 141) defines metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. This strategies helps learners get back their focus when they lose it. Bidabadi (2011, p. 26) defines meta-cognitive strategies are employed by students

to increase comprehension and second language retention, and include planning, monitoring, evaluating and problem-solving. In line with Gonen (2009, p. 45). Meta-cognitive listening strategies include direct attention, selective attention. Other metacognitive strategies involves students' self-management, self-monitoring and self-evaluation in which the learner becomes aware of the effectiveness of their listening skills. It can be concluded that metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying. Richard (2008, p. 11) metacognitive strategy is conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. Huy (2015, p. 26) explained metacognitive strategies could help listeners focus their attention on listening tasks, materials, activities, and could aid listeners organize and gather materials, plan for an L2 task, and arrange a study space like setting goals and objects. Beside that offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes which they had before and check comprehension a text to verify that a task has been completed.

c. Socio-Affective Strategy

It was combined from “socio” and “affective”. Huy (2015, p. 26) explored that “affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills”. Other ways, he claimed that Social strategies could help listeners work together and understand the target language as well as the language.

Meanwhile, Ratebi (2013, p. 141) social-affective strategies are a collection of strategies that involve the control of resources, time, effort and support. This defined as the techniques listeners utilize to collaborate with others, to verify understanding, or to lower anxiety (Vandergrift, 2003). The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O'Malley, 1987). Vandergrift (2003) defined socio affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. In part with Gonen (2009, p. 45) Social-affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning.

3. Listening Strategies Characteristics

Oxford's (1990, p. 18-22; Huy, 2015, p. 24-25) classified the specific term of listening strategy. Those are shown in table below:

Table 2.1
Characteristics of Listening Strategies

Listening Strategies Characteristics		
Cognitive	Meta-cognitive	Social affective
<ul style="list-style-type: none"> • Recognizing and using formulas and patterns • Getting the idea quickly • Analyzing contrastively (across language) • Translating and transferring 	<ul style="list-style-type: none"> • Paying attention • Setting goals and objectives • Self-monitoring and self-evaluating. Buck (2001:104) identifies meta cognitive 	<ul style="list-style-type: none"> • Using progressive relaxation, deep breathing, or meditation • Listening to his/her body

<ul style="list-style-type: none"> • Note-taking and summarizing. Buck (2001:104) identifies cognitive strategy are following : • Comprehension processes: Associated with the processing of linguistic and nonlinguistic input. • Using and retrieval processes: Associated with accessing memory, to be readied for output 	<p>strategies are following :</p> <ul style="list-style-type: none"> • Assessing the situation: Taking stock of conditions surrounding a language task • Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack there of it. 	<ul style="list-style-type: none"> • Discussing his/her feelings with someone else • Making positive statements • Asking for clarification or verification • Cooperating with peer
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C. Listening Strategies and Listening Comprehension

In the field of listening comprehension, discussions about listening instruction have emphasized the role of strategy training instruction in facilitating comprehension. According to Amin, et. all (2011, p. 2), among the factors that affect listening comprehension and cause deficiency in listening skills is lack of instruction or strategy. Students need to “learn to listen” so that they can better “listen to learn (Vandergrift, 2004, p. 3). Although teachers often emphasize the development of speaking, reading, and writing skills, they may neglect to teach students strategies for effective listening. If listening skills are to be acquired, they must be taught along with certain listening strategies (Amin, et. all., 2011, p. 2). Besides, to turn more learners into competed listeners, language teachers should adopt suitable ways to help learners improve their listening skills and strategies (Coskun, 2010, p. 35; Ling-hui, 2007, p. 66). Teaching listening strategies promotes listening comprehension, shapes students' self-control learning habit and improves independent learning ability.

Amin, et. all. (2011, p. 2) indicate that listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. Therefore it is important to teach listening strategies along with linguistic features. In order for the students to be strategic listeners, they should be taught listening strategies. In addition, less successful language learners can be taught new strategies, thus helping them become better language learners (Chamot, 2005, p. 136; Chamot & Robbins, 2006, p. 5; Wen-sheng, 2007, p.73). It can be concluded that listening strategies has the important roles to achieve students' listening comprehension better.

D. Previous Studies

The first relevant research is a research that was conducted by Desma Yulisa (2018) entitled "Learning to listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students". The purpose of this research was to identify the correlation and the influence between listening strategies and listening comprehension. The eleventh grade students were selected as participants of this study. The instruments used in this research were listening strategies questionnaire adapted from Lee (1997) and modified by Ho (2006) (as cited Golchi, 2012), and listening comprehension test conducted to measure students' listening comprehension. Pearson product moment, regression analysis, R-square were used to find out the correlation and the influence between variables. The result revealed that there was a significant correlation between listening strategies and listening comprehension with $r = 0.516$. Besides, there was also a significant influence of listening strategies on

listening comprehension with 26.6 %. This study could have implications for English language teachers, course designer, learners, and text book writers.

The second relevant research is a research that was conducted by Jenny X. Montano-Gonzalez (2017) entitled “Learning Strategies in Second Language Acquisition”. Learning strategies refers to a set of tactics that people use in order to gain control over their own learning process. In order to teach a second language (L2) effectively educators must take into consideration the needs and biographies of each learner, as a result, they are able to employ methodologies that guide students in using strategies which enhance their L2 learning process. This paper helps readers understand the concept of such strategies and its importance in terms of accelerating and facilitating English learning by putting forth a number of the definitions of the concept as posited by different authors. Based on the Biography Driven Instruction (BDI) model, this paper analyzes on how four learning strategies were put into practice in setting of English as a Foreign Language (EFL).

The third relevant research is a research that was conducted by Heksa Regita Pratama (2018) entitled “Comparative Study on Learning Strategies in Developing Speaking Skills by English Department Students and Non-English Department Students of UMS”. The purpose of the study is to describe differences of learning strategies between English Department students and non-English Department students in developing speaking skills. The subject of the research is students from Muhammadiyah University of Surakarta. The data were taken by using questionnaire and interview and were analyzed based on O’Malley Framework. Firstly, classifying the strategies used by the subject.

Secondly, comparing the strategies in developing speaking skills used by the subject. The result show that, English Department students and non-English Department students have similarities and differences in applying learning strategies. English Department students uses fifteen strategies, namely Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Self-Monitoring, and Self-Evaluation. In Cognitive they use Repetition, Resourcing, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer, and Inference. In Socio affective they use Cooperation and Questions for Clarification. Non-English Department students uses sixteen strategies. They are Metacognitive, Cognitive, and Socio affective. In Metacognitive they use Directed attention, Selective attention, Self-Monitoring and Self - Evaluation. In Cognitive they use Resourcing, Grouping, Note taking, Deduction, Recombination, Translation, Keyword, Contextualization, Transfer and Inferencing. In socio affective they use Cooperation and Questions for Clarification. In conclusion, almost all subjects applied all learning strategy. The dominant strategy used by English Department students are note taking, translation, transfer, and inferencing, and the dominant strategies used by non-English Department students is asking for clarification.

Based on the result of three previous studies, the researcher states that three of them have the same discussion about learning strategy that use by students in English learning process as this research. This research will be different from the three studies mentioned previously. The difference between those previous studies is subjects of the study are students in MA Al Fatah

Badas. However, all the previous research above and this study have some similarity and differences as references that helping the researcher to finish the research.