CHAPTER II
REVIEW OF RELATED LITERATURE

In relation to this study, this chapter discusses and explains the idea and theories of the variable. Besides, it presents relevant studies investigating the learning styles, learning strategies and listening comprehension skills.

A. Definition of Listening Comprehension Skill

The earliest language ability that develops in human life is listening Students who are learning English as a second language must be able to comprehend listening. Students need to pay more attention when they are listening, which is similar to hearing but also different at the same time.

A sound wave enters the human ear and passes via the nerves and into the brain as an electrical impulse as part of the psychological process of hearing. Meanwhile, The psychological act of hearing requires the human brain to go through a complicated procedure in order to perceive, understand, and interpret the sound or statement.[14] Rost claims that the basic psychological mechanism for accepting and modifying sound waves is hearing.[15] Based on four orientations or views, listening. In the beginning, Receiving what the speaker intends in its entirety is regarded as listening by the receptive. Second, When viewed constructively, listening can be described as creating and representing meaning. Third, When regarded from a cooperative angle, listening entails imparting meaning to speakers and giving feedback. Fourth, According to the transformative perspective, it refers to the process of finding meaning through relationships, ideas, and empathy.[16]

According to Linse, hearing is the actual conceptualization and processing of sound,[17] while listening refers to the idea that students can decode words by matching the sounds to the associated symbols Per the descriptions given above, kids who are listening do more than just passively take in sound; they are also attempting to comprehend and interpret the message. It is possible to describe listening as an active process It requires the brain to hear the sound, understand the concept, and determine what the speaker is actually saying.

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[14] Imam Achmad Dhamarullah, "The Ralationship Between Movie Watching Activity and Listening Skill" (State Islamic University Jakarta, 2015), 105.

[15] M Ast, *Teaching An Researching Listening* (New York: Lognman, 2011, 75).

[16] Ibid, 2 – 4.

[17] Caroline Linse, *Practical English Language Teaching* (New York: McGraw-Hill Company, 2015), 37.

1. **Types of Listening Comprehension Skill**

In Friliandita, Wolvin and Coakley describe the two primary forms of listening in light of the common purposes' humans utilize them for, they are:[18]

a. Discriminative Listening. The most fundamental type of hearing that people learn from an early age is discriminative listening. Instead than comprehending the meaning of the word, it is more concerned with differentiating the sound output. For example, When a person is a youngster, they can recognize their parents' voices, and as they become older, they can develop this ability to recognize sounds while also understanding their significance.

b. Comprehensive Listening. Discriminative listening is simpler than comprehensive listening. For the message to be understood, the terminology and language skills used must be adequate. Depending on the objective, listening has four different definitions, they are:

   1) Informational Listening. People usually listen when they require information about something, which is known as informational listening. However, this kind involves less critiquing and analyzing.

   2) Observant Listening is a listening exercise designed to help you decide and solve various difficulties by doing a more in-depth analysis of them.

   Therapeutic and Emphatic Listening. Therapists and counselors employ therapeutic and empathic listening as a listening technique to ascertain the nature of the client's issue. The objective is to encourage the client to share their feelings and emotions without passing judgment.

   3) Appreciative Listening. a kind of listening that places an emphasis on enjoyment or relaxation, similar to listening to music, watching movies, or listening to the radio.

   a. **Listening Achievement**

   Achievement is something that has been done or got through work: a result of hard work. It means that pupils' achievement has to do with the particular skill of a lesson they have learned in class. Elgarabel and Dasi claimed that success is measured by pupils' knowledge of a subject matter. It signifies that success is the end outcome that students accomplish after engaging in a teaching-learning process.

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[18] Adellia Fitria, "The Relationship between Listening Song Activity and Students' Vocabulary Mastery" (State Islamic University (UIN), 2017), 50.

To determine how a kid compares to other students, teachers need students' listening achievement, To determine how a pupil compares to other students, teachers need to know how well they can listen. The author attempts to summarize the definitions above and conclude that a student's capacity for learning determines their level of listening achievement following a teaching-learning listening procedure, then listening.

b. Listening Difficulties

Four factors, according to Yagang in Adnan, cause listening issues: they are

1) The message to be listened to:[19]

At the moment That was listening speaker will speak on a variety of issues that the kids considered to be so odd may involve discussions of a specific product, rumours, personal issues ordering meals, and talking about subjects that don't directly pertain to their lives. But due to listening, kids have not been able to select things that they are interested in. At that same moment, the speaker spoke without hesitation. In contrast to reading a paragraph, students can choose a topic that interests them, making it easier for them to learn. As a result, one of the difficulties in hearing is figuring out the message's content because, at that very moment, the speaker stands up and begins speaking is different from reading a piece, though. , pupils can select the subject that they are interested in and find simple to comprehend. Since this is the case, one of the challenges in listening is the message's content.

2) The Speaker

Since this is the case, one of the challenges of listening is the message's content, People actually speak more than would be expected to be necessary to get their point across. Repetition, false starts, rephrasing, self-corrections, elaborations, tautologies, and seemingly pointless additions like "I mean," "you know," or "well" are examples of redundant utterances.

3) The Listener

A deficiency in sociocultural, because language is used to represent culture, having factual and contextual knowledge of the target language might be a barrier to understanding. For example, when American talk about the word Buck‟, Indonesian people may think they were talking about Rusa Jantan‟ whereas the American means Dollar.

4) Physical Setting

When listening to a lecture or conversation on tape or the radio, students may experience distractions from the sound or voice. It might be the record's background noise or ambient noise created by their surroundings like the sound of motorcyclists passing by, a

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[19] Adnan and Aryuliva, *Improving Students' Listening Ability through Movie Report* (Padang: UNP, 2014), 67.

cough, sneeze, or a footstep. This is so that pupils who are listening to a tape or radio can't see the speaker's facial expressions or body language. Due to that disturbance, kids will become disengaged while listening to a speech or conversation.

B. Definition of Learning Style

Different people learn in different ways, and this is referred to as learning style. There is no doubt that each kid has a unique learning style. Each pupil may experience it differently or similarly. This is how learning style is defined. Individual orientations that place varied emphasis on each of the four fundamental learning modes proposed by experiential learning theory are produced as a result of inherited traits, acquired skills from the past, and the demands of the current environment. Hunt characterizes learning as a Learning style, which simply indicates the degree of structure people need, and identifies students in terms of those educational circumstances in which they are most likely to learn. The idea that people differ in terms of the type of instruction or study that is most successful for them is referred to as learning style.[20]

From the previous definition,it can be stated that the phrase "student learning style" refers to the way in which pupils receive information, need a lesson, and comprehend a lesson. Every learner has the potential to have a dominant or preferred learning style.

1. Characteristicstic of learning Styles

There are various traits that influence how students learn, Some of the factors are environmental, emotional, sociological, physical, and psychological. Learning stye is not a single concept, Learning stye is not a single concept, but consists of related elements, that we call characteristics of learning style. They are:

a. **Environmental** They include temperature, light sound, and design. While some individuals prefer to study in alone, Some people might choose to sit on a straight-back chair, while others might prefer to sit on the floor or recline on a sofa. Some people might also prefer calm background music. Some individuals like to work in bright lighting.

b. **Emotiona**l qualities include determination, accountability, and organizational ability. The ability to persevere in learning is frequently challenging for dyslexics. They include drive, perseverance, accountability, and organizational ability. Dyslexics frequently struggle with maintaining their interest in their studies. They frequently

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[20] Pashler, *Learning Styles* (Los Angeles: University Of Calfornia, 2009), 69.

understand what has to be done but struggle to define the steps they must take to finish a task. while some want dim or natural illumination.

2. Types of learning style

Three different learning styles exist. They are visual learners, auditory learners and kinaesthetic learners. devide the type of learning style into three parts, as follow:

a. Visual learners

Students who learn best visually often visualize ideas. So while, When people read, they typically visualize the content of the text. They don't focus much on the dialogue, and if it contains words that are hard to visualize, they can overlook some sentences' meanings. For a visual learner, it is crucial that the educational information be presented utilizing maps, diagrams, pictures, etc. Visual learners prefer to see and observe things as they are being taught. It comprises perusing and studying written works as well as images, diagrams, graphics, charts, etc.

It is evident that individuals have trouble comprehending verbal instructions. They may remember what they see more easily than what they hear. They frequently forget to communicate verbally and find it difficult to choose the right phrases to do. Furthermore, Reading instructions is preferred over listening to verbal instructions for visual learners. Visual learners are orderly and obedient. They typically prepare the materials needed in the learning process well and have nice handwriting.

b. Auditory learners

When students hear information, they learn best, people might struggle to comprehend a book if they read it, however, they will be able to understand more of the details if they listen to it. It can be inferred that pupils with an auditory learning style favor hearing and listening to information. By listening to lectures, dialogues, or recordings, they can easily comprehend teachings or information. As a result, when there is noise around them, they will feel agitated.

This particular pupil also struggles with following written instructions. Small characters make them challenging to read, and they get bored quickly. Additionally, they frequently read incorrectly, making it difficult for them to comprehend written instructions. Moreover, They adore listening to music. They can imitate the tone, rhythm, and sound of a voice and recall the lyrics with ease. Furthermore, Students of this type enjoy giving oral reports. They enjoy speaking, chatting, and explaining things. They are typically conversational masters.

c. Kinaesthetic Learners

Touch, movement, imitation, and other physical activities are the ideal teaching methods for kinaesthetic learners. Writing down or physically manipulating the material helps people recall it better. They typically dislike reading directions, and they have trouble staying still for extended periods of time. It can be concluded that these students always have an orientation to physic and movement. They like thinking about and engaging in activities. They can't remain motionless for very long, They always act in any way throughout class. They typically make gestures when speaking or conveying things.

Mostly, Students who learn best physically dislike reading. In responding to inquiries, They would rather just respond than read the instructions first. In order to attract people's attention, they also respond to physical contact. Because of that, Typically, in order to attract attention, they approach and touch the persons they are speaking to. Additionally, these pupils are perceptive to others' facial expressions.

C. Definition of Learning Strategies

Strategies comes from the word "strategia" from ancient Greek which means expertise in the military or art of war. Furthermore, strategy is another language for "tactics" which is a tool to achieve the success of a strategy.[21] The two terms above are used interchangeably and are related together with several words that have the same basic characteristics as: planning, competition, manipulation, and a movement to achieve goals. Along with the development of the times, this term is applied to formulate plans, steps, or conscious actions to achieve learning objectives so that this basic term can be defined as a learner's action that is used to acquire, store, seek, and use knowledge. From the explanation above, it can be concluded that learning strategy is a technique or action taken by students to seek, store and use knowledge. There are two classes of learning strategies used by students, namely direct strategies and indirect strategies

1. direct strategies

The direct strategy is a strategy that involves the process of acquiring language mentally which is supported by two groups, namely memory strategies and cognitive strategies.

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[21] Oxford, Rebecca L. 1990. *Language Learning Strategies- what Every Teacher Should Know.* Massachusetts: Heinle & Henle Publieshers.

a. Memory strategies

Memory strategies are techniques used to store, retrieve, and transfer information from factual form to intelligence. For example, forming a group of verbs such as transitive or non-transitive verbs. Cognitive strategy also aims to manipulate language and it allows students to understand and produce meaning. One example is analyzing contrastively by looking at words in the mother tongue that are almost the same in sound and meaning as words in the target language.[22]

b. Cognitive strategies

An attempt to understand what people think when they are presented with a persuasive stimulus and how their thoughts and cognitive processes determine whether they experience a change in attitude and to what extent this change occurs.[23] conscious mental activities such as: attitudes, beliefs and expectations, which then become a determining factor in behavior including Cognitive Theory. In this cognitive theory there is a strong interest in responses to the consequences of closed behavior. In this case it is difficult to directly observe the process of thinking and understanding, and it is also difficult to touch and see attitudes, values and beliefs. There are three things that are common in conversation, namely cognitive element, cognitive structure, and cognitive function.

c. Compensation Strategies

Compensation strategies for using the language despite knowledge gaps.[24] It also enable learners to make up their missing knowledge in the process of comperhensing or producing the target language, such as guessing wisely in listening and reading, using linguistics clue, using gestures, switching to the native language, and using a synonym or description in order to get the meaning across in speaking or writing.

1. Indirect strategies

The indirect strategy is student-centered learning, in the process of student-based learning. so that students are not required to finish quickly the parts that are difficult to learn.[25] S Indirect strategies consist of 1 group, namely metacognitive strategies.

a. Metacognitive Strategies

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[22] Oxford, R.L. (pnyt.). (1996). Language learning strategies around the world: Cross-cultural perspectives. Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center

[23] Azwar, Saifuddin, *penyusunan skala psikologi, Ed.2,* Pustaka Pelajar Offeset, Yogyakarta, 2012.

[24] Oxford, R. L. (1990). Language learning strategies: what every teacher should know. Boston: Heinle & Heinle.

[25] Fred Percial and Henry Elling ton, *teknologi Pendidikan* (Jakarta: Erlangga, 1984). Hal 29.

The knowledge and control that a person has over his way of thinking or learning activities.[26] In another sense, metacognition is the ability of the learner to plan, control, evaluate, and reflect on how they learn so that they find effective strategies for independent study and are able to formulate goals and steps to be taken for further learning.

b. Affective Strategies

Affective strategies for regulating emotions.[27] Affective strategies are those strategies that help learners gain control over their emotions, attitudes, and motivations related to language learning. Such strategies including encouraging oneself through positive self-talk, rewarding your self, talking with someone about your feelings learnin the target language and so on.[28]

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[26] Cross, D.R., & Paris, S.G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of Educational Psychology, 80(2), 131-142.*

[27] Oxford, R. L. (1990). Language learning strategies: what every teacher should know. Boston: Heinle & Heinle.

[28] Septarini, D. (2015). The correlation among language learning strategies, grammar mastery, and writing achievement of English education study program studnets of Muhammadiyah University Palembang. (Magister's Thesis). Sriwijaya University, Palembang, Indonesia