

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter compiles the reviews from previous studies regarding to listening comprehension and teaching listening research. This chapter emphasizes two main discussions: overviews on how EFL listening is included as part of the curriculum of educational institutions which refers to the teaching of EFL listening either as an integrated language skill; and conceptualizing the challenges in teaching listening.

#### **1. Teaching Listening**

Teaching listening is the active process of receiving and responding to spoken where is the teacher as the speaker and the student as the listener in process direct learning listening. Broughton, et al. (1980: 65) states that listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message. In listening there are some types such as *Extensive listening* which is to encourage them to go to English language films with subtitles, *Intensive listening* which is different from extensive listening in that students listen specifically in order to work on listening skill, and in order to study the way in which English is spoken, and *Live listening* is used to refer to situations in which the teacher brings visitors into the class (Harmer, 2007: 133).

## **2. Listening Instruction in Indonesian Context**

In Indonesia, the teaching of EFL listening can be seen from various aspects. The first is how EFL listening is included as part of the curriculum of educational institutions. This, in particular, refers to the teaching of EFL listening either as an integrated language skill. The second is how listening activities are designed to improve students listening ability. This concerns the development of various teaching and listening techniques that have been applied in English classrooms or in English language laboratories. The third is what types of language teaching media are used to teach EFL listening. The types of media may vary from the use of tape or CD players in the classroom to the use of multi-media language laboratory. This section is devoted to the discussion of these issues.

On the other words, listening skill is necessary especially in English language learning. As stated by Hwaider, S. (2017), listening is not only the most important language skill which is overused by people in real life situations, but also a fundamental part of the process of foreign language learning. So, training in listening comprehension (LC) is required to assist students to make the transition from classroom language to real language more easily and effectively.

In addition, to gain much authentic input of the target language, learners can listen to songs, radio channels or watch any video in the target language. However learning may not be achieved totally as sometimes instructions are not presented appropriately by the teaching materials (Dey,

2014). Teachers will not present clear listening classes if there have not existed proper elements such as appropriate apparatus, classroom setting and interest. Nevertheless, it should be recalled that even if the teaching materials are sufficient it is necessary to have entry into listening materials opted regarding to the grades and needs of the students as well (Andrade, 2006).

At this point, interpretations of neglecting the (LS) listening skill can be put clearly. In addition, the listener is engaged in many processes such as discriminating between sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, remembering and interpreting this within the immediate, as well as the larger socio-cultural context of the utterance (Vandergrift, 2007 & Wipf, 1984: 346). Moreover, it is not often taught and practiced, nor possible to go over again what ones heard, whereas it is simple to read and re-read a difficult page in a book (Broughton et. al, 1978).

### **3. Challenges in Teaching Listening**

There would be several challenges during teaching and learning listening in the classroom or even in the lab. Regarding to Yagang (1994), the problems in listening were accompanied with the four following factors notably, the message, the speaker, the listener and the physical setting. In addition, as Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.

The main reasons why the learners feel listening difficult are:

- a. Lack of effort to understand each and every word while listening.  
Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.
- b. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
- c. Listeners problem with different pronunciation, accents as they stick to one particular articulation.
- d. Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.
- e. Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

(Flowerdew & Miller, 1996)

Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which they have to actively participate. In short, unlike other language skills, listening goes beyond the learners' control because of the speakers speed variable while communicating.