

CHAPTER II

THEORETICAL REVIEW

A. Listening

Oxford defines listening as the complex skills and sound perceptions. Listening covers the understanding of the meaning of words, phrases, clauses, sentences, and discourses. Saricoban (1999) argued that listening is one of the fundamental language skills.

Hasyuni (2006: 8) expressed that listening is a creative skill. It means the EFL learners understand the sound that is heard in our ears, and take foreign words, word order, and create a meaning. Referring to Russel in Hasyuni (2006:8), listening skill is a process of listening to something with a comprehension and full attention. The listening process needs to integrate the skill of language, including students' vocabulary mastery, speakers' pronunciation, writing and reading.

Listening is an active process with involves more than just hearing some sounds. Referring to Mee (1990), listening can be defined as a complex process with many things is occuring together with our mind. In the other hand, listening is more difficult than what people thinking. Because listening is an ability to identify and to understand what others say.

B. Factors Influencing Students' Difficulties in Listening Comprehension

Listening is commonly a difficult skill for the students to master. There are many reasons for this claim, one particular reason is the difficulties to comprehend the information due to the foreign accent and intonation. Moreover each country has their own dialects and accents, which can make the listener confused and can't understand it.

Referring by Ur (1996), he confirmed that there are some difficulties in learning listening: first is about sounds that commonly have in problem, second is the students have to catch and know every word, the third one is the difficulties in understanding the native speech, next they need to hear materials more than once, they also hard to keep up, and last is when they are already tired.

Referring to Hien (2015), the problems that appear in listening comprehension come in several perspectives: the perspective of the listeners, the materials, and the result of physical settings. This is similar with the statement of Darti and Asmawati (2017), with they said there are ten problems of listening comprehensions: the lack of listeners' vocabulary, the listeners' poor grammar mastery, speakers' accent, the speakers' pronunciation, lack of the listeners' concentration, the speed of speakers' speech, the listeners' anxiety, the noisy, the inability of the listeners to apply the listening strategy, and the bad quality of recorder that is used for listening.

Referring to Meilisa Trismasari (2016), the researcher gets a measured aspect of factors in this research are divided into some categories:

1. The Speaker

Speaker is someone that produces some sounds or voice by direct or indirect speech. Someone that hears what the speaker says can be called a listener. While in the listening comprehension, the listener will listen some speakers talking about materials in a variety and different style. Which are some things the speaker should concern in listening comprehension:

a. Various accent

The speaker's accent may be the reason why in some sounds there are similarities and dissimilarities. This is supported by Majanen (2008, p.1) who confirmed that accent is a part of the existence of the diversity of language. As a result, some words can be differently pronounced while hearing the same English phonetic sounds that are produced by each person around the world.

b. Pronunciation

Pribadi (2013), define pronunciation is the production of sounds that we use to make a meaning. While the meaning of pronunciation by Gilakjani (2012) is pronunciation being a part of foreign language learning, because pronunciation affects directly the communicative competence of the learners'. In short, pronunciation plays an important role in communication and it is the most significant skill in English learning.

A study carried out by Ghoneim (2013) revealed that advanced and intermediate college students face similar listening comprehension problems with a different ratio. The major listening comprehension problems are the lack of background knowledge and recognizing stress in word pronunciation. Another reason for the listening difficulties is the speed of the speech. If the speakers speak

faster than they usually speak, they have difficulties catching the target words. It means that the exposure of the listeners to the pronunciation of the native speakers make a great influence on their comprehension in listening.

2. **The Listener**

A Listener is someone that listens to someone or something through many tools and devices. In listening comprehension, the listener or the audience will be given some voices by different types of voices and the structure of the sentence. Not all of the listeners can listen well to what the speaker said or what the voice is. With that kind of problems, the researcher found some aspects that affects listener in listening comprehension by focusing on the listener condition itself:

a. **Lack of listening strategy**

Listening comprehension needs suitable strategy. Wilson (2009) defines strategies can be recognized as an action that is conducted to improve the learners to use information more effectively. Three strategies in listening comprehension are cognitive, metacognitive and socio-affective strategy.

In the short term, good listeners could use some strategies at the same time with the task at hand. They may listen to a podcast or any kind of broadcast (metacognitive), take a note on the key points (cognitive), next they meet their students outside and tell them about what they just listened to (socio-affective).

b. **Psychological States**

Psychological states lead a significant role in the students' listening comprehension, especially about the students' anxiety and self-efficacy. Because

their self-efficacy and anxiety are on a different level especially for the early semester students. Referring to Serraj and Noordin (2013), students' anxiety can affect their competence in the listening comprehension. The anxiety also leads the students to focus on the speaker so it will make it difficult to get what the speakers said. The lack of confidence before doing a listening test or listening exercise can leads the students difficult to focus and catch what the speakers' said

3. **The Physical Environment**

Physical Environment or physical settings can contribute to significant difficulties in the process of listening comprehension. The issue with the physical environment include bad quality equipment like broken tape and the noises outside the class which can cause the students to lose their concentration and lead them to commit some mistakes during the listening process. Thus, the quality of the listening equipment is very important because it can affect the students' listening comprehension.

a. **Noises**

The loud sounds that come from the outside of the classroom may distract the students' not concentration. The utilization of the sound-proof language lab is suggested for the listeners in the listening comprehension process to minimize the unnecessary noises from the outside. Similarly, the broken audio in the middle of the listening comprehension also can make unnecessary noises that will also make the students lose their concentration. According to Hien (2014), the utilization of

low quality audio will lead to a negative impact on the students' listening comprehension.

b. Poor quality equipment

The equipment that is used for listening activities needs to be compatible and efficient, because it affects to the learning situation. In the last few years, the use of listening learning media has not been easy to access such as DVDs, and recorder tapes are not so much used. Nowadays there are applications like YouTube, Spotify, or Podcast that help the students to find the learning resources that can be accessed anywhere and anytime.

