

CHAPTER II

PROBLEMS IN LISTENING COMPREHENSION

A. Definition of Listening

Listening is the first and most fundamental skill novices must master when learning a new language. Students listen to oral communication, separate the sounds into lexical and grammatical units, and interpret the message. Receiving what the speaker says, making and showing meaning, negotiating and answering meaning with the speaker, and creating meaning via involvement, creativity, and empathy are all steps in the listening process. According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements for creating successful communication. Listening is where students are asked to practice key listening. This is also a way to get details from speakers. And aims to understand what someone is saying and requires one's capacity to be able to obtain and understand the meaning of the speaker.

Listening as Howat and Dakin in Hien (2015) defined the ability to identify and understand what others are saying. listening is the act of receiving, understanding, and responding to spoken and/or nonverbal messages. In conclusion, Listening is the ability to recognize and understand what other people are talking about. The importance of listening comprehension as a foreign language should be emphasized when they are learning listening. The importance of the listening section is receiving, responding, remembering, and attending. According to the definition above, one of the most important skills that students have to master is listening because listening is very important for students to communicate with each other and helps in the development of English skills.

B. Types of Listening

According to Kline (1996), there are five types of listening: Informative listening, relationship listening, appreciative listening, critical listening, and discriminative listening.

1. Informative listening

Informative listening refers to a situation in which the primary goal of the listener is to comprehend the message. Listeners succeed when the meaning they attribute to messages is as close to the sender's intent as possible. Listening to comprehend or listen to learn is a skill that may be used in any situation. Informative listening is responsible for a substantial part of our learning. For example, we may listen to lectures or instructions from teachers, and what we learn is based on our ability to pay attention.

2. Relationship listening

The goal of relationship listening is to either help the individual or to improve social interactions. Therapeutic listening is a sort of relational listening that is unique. Therapeutic listening is a circumstance in which a distressed individual is allowed to talk through a problem with the help of counselors, medical staff, or other specialists. However, it can also be used when listening to friends or colleagues and allowing them to "get things off their chest."

3. Appreciative listening

Appreciative listening is defined by the listener's response rather than the source of the message. That which gives something to someone else. Hard rock music, for example, is not something I enjoy listening to. I'd prefer to listen to church, country, jazz, or "golden oldies" than anything else. Appreciative listening's effectiveness is mostly determined by three factors: presentation, perception, and prior experience.

4. Critical listening

There is no place you can go where critical listening is not important: on the job, in the community, at service groups, in places of worship, and the family. Politicians, the media, salespeople, policy, and procedure

proponents, as well as our own financial, emotional, intellectual, physical, and spiritual demands, all demand that we prioritize critical listening and the thinking that goes with it. Critical listening is a topic that demands a lot more attention than we can give it.

5. Discriminative listening

Discriminative listening is the final type of listening. The informed listener can identify even minor differences in meaning by being sensitive to variations in the speaker's rate, volume, force, pitch, and emphasis. Relationship listening can be improved by recognizing the impact of specific responses, such as "Uh huh," or " I see " Appreciative listening is enhanced by detecting variations between sounds created by different orchestral instruments or parts sung by a cappella vocal groups.

C. Definition of Listening Comprehension

Listening comprehension is the receptive skill in the oral mode (Ismail et al., 2019). listening comprehension aims to understand the native conversation at the normal rate in a spontaneous condition. Listening comprehension is considered a complex, interactive process in which listeners engage in the dynamic construction of meaning. This means understanding the meaning of a speaker's accent and pronunciation, as well as his grammar and vocabulary. Listening comprehension means when the listener can construct meaning from contextual information through the knowledge he has learned. Vocal discrimination, grammatical structure, intonation, and linguistic or non-linguistic clues can help students understand what they hear. In a phrase, listening comprehension consists of the process of learning and analyzing spoken language and understanding the meaning of individual words.

According to Rost (2002), listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Sound discrimination, past knowledge of vocabulary, grammatical structures, stress and intonation, and other linguistic, paralinguistic, and even nonlinguistic indicators in contextual utterances help

listeners interpret the oral input. Students' listening problems can also be affected by listening techniques, which can be very useful in the comprehension process. In conclusion, listening comprehension is a product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

Listening comprehension is a receptive skill in spoken mode when we speak listen and understand what we hear. The main goal of the college-level listening comprehension process is to understand how to function effectively in real-life situations. Listening practice is for students to be able to follow instructions or learn knowledge of different types of texts or listening genres. This is important because good listeners grow up to become good communicators. Based on the definition above it can be concluded that the key of listening comprehension is vocabulary and grammatical understanding. The students should be able to get instructions from the teacher and gain information from the different kinds of listening texts or genres like monolog speech.

D. Indicator of Listening Comprehension Problem

According to Hamouda (2013), problems related to the listening text, listening problems related to tasks and activities and listening problems related to the listener. A major problem students have, in contrast to students studying English, is that they have little experience. The fact that they lived in a non-English speaking country was a major factor in their listening problem.

Based on Hamouda (2013) there are indicators of students listening comprehension problems. They are listening material, linguistics features, lack of concentration, the listener, the speaker, and physical settings. Listening comprehension problems may be caused by the messages or listening material. Unfamiliar vocabulary, a complex grammatical structure, and the length of the spoken text all contribute to this. moreover, street gossip, proverbs, and any unexpected situations for the student may be included in the listening material.

1. Listening material

According to Hamouda (2013), the material in learning to listen is oneself can be a major source of hearing problems. Listening material can relate to all areas of life. In particular, audible problems related to listening material can occur when they are limited English vocabulary that makes students will not be familiar with jargon or idioms, poor grammar, length of spent text, and, unfamiliar topics can make students have difficulty. Almost any aspect of life is covered in the listening material. It could contain things like street gossip, proverbs, ordinary dialogue, new products, and circumstances that the learner is not familiar with. Listening comprehension problems may be caused by the information itself. Unfamiliar words, complex grammatical structures, and the length of the spoken text, in particular, can cause pupils to have difficulty listening.

2. Linguistic feature

According Hamouda (2013) stated that there are various linguistic sources that make listening hard: The use of colloquial language and slang, The use of reduced forms, The “prosodic feature” of the English language, strange accents, and The Failure to Concentrate Students must be attentive during listening sessions because they must process and understand a lot of newly introduced information in a short time. So, it will create students’ problems in understanding the speaker. Sometimes this becomes a problem when students are dealing with English students who have experience in listening understanding that there are several different accents and the possibility to be able to overcome differences in accents.

3. The failure to concentrate

Students must be as attentive and thorough during the listening session as they have to process and understand a lot of newly introduced information in a short time. Students who cannot concentrate will miss several material sessions, which will ultimately affect their knowledge of the entire session.

4. Psychological characteristics

According to Hamouda (2013), the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when a person feels nervous or anxious, he or she may not be concentrating. When one feels uncomfortable, his or her ability to listen is greatly reduced. This happens as a result of bad stimulation caused by disinterest in the topic, and low motivation. Problem-related physical characteristics cause problems in anxiety, boredom, and feelings of insecurity. Listening comprehension is felt to be very lacking and, in the end, makes it difficult for students to do learning concentration.

5. The listener

Listening problems students are able listeners caused by a lack of vocabulary from students so that students are unable to know and understand what the speaker means. Students learning English as a second language are not familiar enough with clichés and collocations to anticipate a missing word or phrase. Foreign language students frequently spend more time reading than listening, thus they are not exposed to a variety of listening materials.

6. The speaker

Listening comprehension problems can be seen concerning natural speech, spelling, accent variations, and sound quality. That means trouble contact with the speaker can be caused by pronunciation, and the different accents of the speaker, causing students to have difficulty understanding what the speaker said. When the lecturers only use audio cassette recordings in the learning process, students only hear the speaker's voice without being able to boil the speakers so it becomes one of the factors of students' problems in listening comprehension. Can be concluded the Problems of listening comprehension related to speaking can be seen in Natural speech, pronunciation, a variety of accents, and a voice heard just on an audio-tape cassette recorder without seeing the speaker.

7. Physical setting

The problem stems not just from the message, the listener, or the speaker, but also from the students' immediate surroundings. According to Bloomfield et al., (2010), Distortion and noise can have profound effects on a listener's ability to understand what they are hearing. Problems with listening comprehension can occur also because of poor recording quality from cassettes or disks and sound examples cassettes can be recorded when there is noise from around or tapes used for listening require a long time so that the desired quality is not appropriate. Unclear sound is produced poor quality equipment can also interfere with a listener's understanding.

E. Listening Comprehension Strategies

Goh, C. (2002) said that teaching listening is a very important strategy to students and before doing this, Strategy development is important for listening training and learners can guide and assess their understanding and answers. Strategies can be thought of as ways in which learners' approach and manage a task and listeners can be taught effective ways of approaching them and managing hearing.

According to Oxford (1990), Abrial Hamid defines language learning strategies as techniques used by students to increase the use of target language information Listening strategies have been broadly categorized as cognitive, metacognitive, and social affective based on mental function and type, social, and affective processes involved. Rubin (1994) states that listening strategies can help listening students improve understanding. According to Vandergrift and Goh (1997), there are several types of listening strategies such as cognitive, metacognitive strategies socio-affective strategies.

1. Cognitive Strategies

Vandergrift, L. (2003) defines Cognitive factors as including linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, and first language Cognitive strategies a problem-solving technique related to

comprehension and understanding in the short-term memory or long-term memory in learning activities and make it easier for students to acquire knowledge. Cognitive strategies are classified into four parts such as practicing, reviewing or sending messages, analyzing or reasoning, and summarizing.

a. The exercise consists of two strategies:

recognize and use formulas and patterns, help students learn to use what they hear to facilitate retrieval of appropriate information from long-term memory.

b. Sending and receiving messages which can help students get ideas quickly by focusing on the main idea and detailed ideas while listening

c. Analyzing and reasoning were used to construct words or compare and contrast words or expressions between the target language and the native language to make listening and learning easier

d. Creating structure for input and output including two strategies; note-taking and summarizing, helps learners synthesize what they hear to facilitate retention of the information (summarizing strategy).

2. Metacognitive Strategies

This metacognitive strategy is important because students will become more professional in a second language. Vandergrift, L. (2003) defines that the control dimension of metacognition involves the use of cognitive processes such as planning, monitoring, problem-solving, and evaluation to effectively regulate listening comprehension in listening. So, the Metacognitive strategy is a technique used by students to control learning through planning, checking, assessing, and changing.

Wenden. (1998) stated that students who use Metacognitive strategies have advantages, namely, students use learning strategies, they learn faster, students can define themselves as recipients in handling all situations well, students have the confidence to get help from friends, lecturers, or family if necessary

3. Socio-affective Strategies

Social affective strategies refer to learning through interactions with classmates and questions asked by lecturers to understand specific courses or eliminate or reduce their anxiety. Socio-affective strategies relate to students' interactions with other speakers and their attitudes toward learning. This is necessary for learners to know how to reduce anxiety, feel confident during listening tasks, and increase personal motivation to improve listening skills. Socio-affective is a technique used by listeners to collaborate with others, to facilitate them, to increase understanding, and anxiety, and to increase confidence during learning. The three sets of affective strategies were lowering listeners' anxiety, encouraging themselves, and taking their emotional temperature.

- a. The first, is a specific reduction strategy of listening by using progressive relaxation allows the listener to remain calm while listening.
- b. The second is to push themselves making positive statements helps the listener increase their confidence in completing the listening task.
- c. The last set (take their emotional temperature) consists of two specific listens strategy, listening to the body and communicating with someone helps the listener Recognize their feelings and exchange their feelings his feelings with his friends.

F. Previous Study

This research on the problem of listening comprehension has been carried out by many people. This shows that listening comprehension is an interesting subject to study. The researcher would like to review 5 previous studies as follows:

Darti and Andiasmawati (2017), in this study researcher, find out about problems by students in listening comprehension. The results show that listening is a very difficult skill for students learning foreign languages. In this

study, three factors influence hearing comprehension problems, namely listening material, listening factors, and physical settings. Hence the accent, speech, speech rate, insufficient vocabulary, different speaker accents, lack of concentration, and recording quality are main problems of English education department students. Previous research is similar to my research which identifies listening comprehension problems. Data collection techniques will also be the same as my research, both using a questionnaire. The subject of this research is a student of the Department of English Education in the second semester, while my research will be in the third semester of English education students. This previous study aims to find out the problems in listening comprehension by analyzing the data using Houmoda's theory. My research will find problems in listening comprehension and analyze my data using Houmoda's theory.

Sara Nowrouzi, et al. (2015) This study aims to explain group listening comprehension problems from EFL learners. The result of this research shows that learners listen to experience a high level of problem so deep listening comprehension learning categories, namely perception, and parsing. Data collection techniques as well will be the same as my research, both used a list of questions. This research is similar to my research where the research discusses listening comprehension problems. Research subjects were chosen randomly from three universities but were the same as my research. English language education students in this research used quantitative methods, in my research also used quantitative methods. Previous research instruments were developed based on the theories of Anderson (1995), Goh (2000), and Liu (2002), while my research will use the theory of Hamouda (2013).

Ahkam Hasan Assaf (2015), This study aims to identify difficulties by students in listening comprehension and to study the relationship difficulties faced by EFL students with academic students' level, academic year, gender, type of school, and number of schools year of studying English. The results show that word recognition, lack of background information on the topic, noise around, poor quality listening equipment, and no enjoyable listening quotes

have a high effect on listening comprehension problems. This study aims to find out the difficulty of listening comprehension by analyzing data using Conrad's theory, Blau, Griffiths, Zhao, Rost, Goh, and Chen. Temporarily my research will be aimed at finding out listening comprehension problems and analyzing data using the theory of Hamouda (2013) and listening comprehension.

Friscillawulantersta and Alvenderinovianti (2017), this study aims to investigate perceptions, problems, and strategies that have been by students in listening comprehension. The results show that; listening material, psychological characteristics, physical settings, listener, and the speaker are problems for students in listening comprehension. This research also uses a questionnaire adopted from Hamouda (2013), the same as the research I used for to questionnaire was adopted from Houmoda. This study used a mix of quantitative and qualitative methods, but my research just used quantitative methods. The subject of this study is different from my research. This subject is research at the Department of English Language Education for fourth-semester students, while I will do research in English education third semester.

Another study conducted “A Study on Listening Comprehension Problems Faced by Second-Year Students of English Study Program FKIP-UR” gives us a summary of the results students sometimes face foreign words that cause them to have a lot of problems with the meaning of those words and they skip the next part of the speech. In the same way, paralinguistics features such as an accent, noise, delivery rate, pronunciation, and intonation cause a lot of problems when doing listening exercises. The research findings show that the students answer in the third semester that they are aware of the importance of English listening comprehension. and it will also be found that poor quality of equipment, lack of concentration, unclear pronunciation, speed, unfamiliar words and topics, and psychological problems were the main problems of Listening Comprehension by third-semester students of the English program at IKIP PGRI Pontianak.