

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. The topic composes of English foreign language teaching, teaching listening, listening skills, and challenges in listening skills. In the last of chapter two, the researcher also puts the conceptual framework.

Listening Skill

Listening skills is defined as making an effort to hear something to pay attention (Gaskel, 2017). Listening does not only focuses on understanding the word understanding the meaning of message that we hear. Listening is the receptive use of language since the goal is to make sense of the speech, and the focus listening is on the meaning rather than language itself (Cameron, 2001). Nagendra (2014) stated that listening makes the listeners sensitive to arguments and language. Besides, listening is a part of the basic skills to understand English language. Listening is very useful to communicate with other people, and it will give a good impact in any fields especially in the teaching and learning process. Listening very useful to train students to get used to the second language, and the material heard is more extensive and useful. Listening skill is important to learn, because listening skill will help the students to interact and communicate with others.

Good listening skill will help people interact with others easily, and students can understand the thoughts and feelings that the students convey easily. Besides, it also enables the listener to distinguish fact from opinion. The benefit of good listening skill is that it is established better relationships between people and family members (Iwankovitsch, 2001). Those who listen well may reap both informational and relational benefits that make them more influential (Ames, Maissen & Brockner, 2012). Hence, understanding a foreign language speech is a key moment to develop speaking skills (Artyushina, Sheypak & Spektor, 2011).

Teaching Listening

Teaching listening is the process of understanding speech in a first or second language. Sontag (2015) asserted that when teaching listening, it becomes a physiological process, and listening is a conscious process which requires the students to be mentally attentive. Moreover, listening skills should also be based on knowledge such as vocabulary in order to understand students' ability to capture the point of conversation and can respond to spoken messages received. Frommer (2006) stated that teaching listening is aimed to have learners' understanding on the sound properties of the language which they learn, and it is often quite different from the sounds of their first language. Siegel (2011) added that teaching of listening is recognized to have transferability beyond the second language classroom, and the suggestions are made for the planning and implementation of an integrated listening strategy component within an existing curriculum.

In addition, teaching listening is very useful for people because it can increase activity and collaborate internationally with other languages (Masalimova, Porchesku & Liakhnovitch, 2014). Teaching listening in Indonesia has a big role for students so that teaching listening skill can benefit the students in teaching and learning process in order to enhance their own English skill. Listening skill will ease the students to understand every word they hear through listening activity. Linse (2005) considered that the teaching of listening skill as foundational to the development of other language skills.

Thus, teaching listening skill is considered as an important communication skill in a variety of occupational and therapeutic fields, few experiments compared to the partners' perceptions of active listening with other types of listening responses (Weger, Bell, & Robinson, 2014). Teaching listening is not as easier as people see, teachers should face a lot of struggle during teaching listening skills.

Challenges in Teaching Listening

Teaching listening skill to students is difficult because students try to understand every word, and they should understand the content of the message. Besides, the difficulty that teachers face when teaching listening skills is also difficult for students to distinguish words that sound similar or almost identical. The problems in teaching listening skill are accompanied with the several factors such as media, vocabulary, and difficulty focus and atmosphere environment in teaching listening (Renukadevi, 2014). The problems are the main hindrances to

teaching listening are observed in the pronunciation, vocabulary (Hwaider, 2017). For more detailed information, each listening factor is explained in the following paragraphs.

The media factors. In the process of teaching listening skills, the media is needed in the teaching and learning process in the classroom. The function of media in teaching listening skill is needed as a delivering action from teachers' to students. Sometimes, media facilities in schools are damaged or not optimal to be used for teaching process. For example, speakers and audio are not clear when it is used. Rositasari (2013) explained that media can be useful in teaching listening process, and it can also help the learners to create an easier way to study listening comprehension. The statements explained that using media for teaching listening are very helpful. Media has important roles in teaching and learning processes, but sometimes the problems come from the media problems such as tapes, speakers, laptops. Thus, the media factor in teaching listening skill is determined by a careful analysis of the goals and the content which the students are expected to master and from an analysis of the students themselves (Pangaribuan, Sinaga, & Sipayung, 2017).

Vocabulary. Teaching listening is identifying and understanding what others say about their own opinion. Students tend to try to understand each word, even though what they should do is understanding the contents of the message in general and some information specifically. In many cases, listeners cannot predict what the teacher says. From the statement stated, students find it difficult to understand the words spoken by native speakers, and one of the problems is that

students do not get the meaning of speakers. Understanding native speakers do not have to know every word they say. Students must understand the meaning of the native says, because lack of vocabulary will make students difficult. Nation (2001) stated that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. Vocabulary is a constant challenge for teachers as well as students because historically, there has been a minimal focus on vocabulary instruction in the English Second Language (ESL) classroom (Mukoroli, 2011). The lack of vocabulary which makes the students feels difficult to understand the material presented by the teachers. Lack of vocabulary will make it difficult for teachers to teach listening skills, and it will be a challenge for teachers who have to sharpen vocabulary mastery, so the students can understand what native speakers say. Staer (2009) mentioned that vocabulary knowledge is an important factor for successful listening comprehension in EFL. Besides, vocabulary is the building blocks of communication, and having a great vocabulary, it can improve all areas of English communication especially speaking, and listening, reading and writing get improved as well (Mukoroli, 2011).

Creating Conducive Environment. A comfortable and attractive classroom atmosphere can help teachers apply teaching methods that can increase students' interest in learning listening. In addition to the teaching methods delivered by the teachers, a conducive classroom atmosphere will make classroom learning more focus. That way, making students focus on the lesson is a challenge for teachers, and the teachers are really expected to make students focus by what

they teach in class. Besides, the teachers show students how to be better listeners if the students want to show their desire in listening. Hence, the atmosphere of a more guided classroom can help students pay more attention in learning language skill.

The challenges associated with large classes and many students make the teachers' ability to be disproportionate in teaching (Anyiendah, 2017). He also added that from the statement mentioned, it is something that is often experienced by teachers when teaching process in class. Besides, there will be students who are unruly and make the classroom atmosphere to be not quiet, bad behavior in the classroom, and it also can break the classroom atmosphere and the learning process. Thus, bad behavior in the classroom will make the teachers feel difficult to control students' learning atmosphere (Ozben, 2010).

Pronunciation. Pronunciation is the way in which words or languages are spoken correctly. Pronunciation is a key element of learning oral skills in a second language (Macdonald, 2002). Teachers must be skilled in teaching students about pronunciation. Pronunciation is very important in listening listening. Students may face difficulties when spoken English really exists in their native language and they are difficult to understand that meaning. Frasser (1999) explained that pronunciation is one of the difficult areas for learners as well as for teachers In quest of effective teaching, it is worth diagnosing carefully the nature of the difficulties that they face. Errors pronunciaton will make students more confused about what the teacher is saying. Students have a mistake in pronunciation, and that makes a challenge for teachers so that teachers improve teaching

pronunciation to the students. Pronunciation is important in English especially listening.

Conceptual Framework

Listening skill is a process understanding the meaning of the message that we hear. Listening skills is very useful to communication in any field especially to teaching and learning process. In teaching listening skills, teachers have a large impact on student performance in the classroom, so teachers must have creative teaching methods to make students feel more enjoyable in learning. In teaching and learning listening skills, teachers need some media, strategies and good ways in teaching listening skills to support the teaching process. So that students can feel comfortable in learning listening skills in class Besides, the teaching of listening comprehension should be based on specific elaborate laws of the type of speech activity, and it must be consistent and systematic (Ventsov, 2016).

In teaching listening is not as easier as people see, teachers should face a lot struggle during teaching listening skills. Teaching listening is difficult and they should understand the content of the message. In addition, research on challenges in teaching listening skills is important to do because researchers want to know the challenges when teachers teach listening skills. The conceptual framework of this research can be described as follow.

Figure 1.1

Conceptual Framework