

CHAPTER II

LITERATURE REVIEW

This chapter provides view of the previous empirical studies relate to this study both the theoretical and empirical literature from the areas of learning listening in the context of EFL classroom whether before or during the COVID-19. The intention is to establish an analytical framework for this present study. There are twosub-sections in this chapter, among as the theoretical framework of learning listening during COVID-19 and the previous studies.

2.1 Theoretical Framework

Theoretical frame work of learning listening included factors that affect learning listening in online learning, strategies in learning listening, and media used in learning listening. Meanwhile the previous studies explored about applied method in learning listening during COVID-19

2.1.1 Listening in ELT Classroom

There are many variations on the definition of listening in the previous study. According to Sachlos and Auguste (2008), listening is the process of decoding the sound that were heard from the phonemes to the text completely. Moreover, Helgesen (2003) stated that listeningis an active process which aiming to understand what someone is talking about.In the results of this research, he stated that listening is an active activity when listening with purpose and

understanding. Loren, Andayani, and Setiawan (2017), mentioned that listening is the process of understanding, identifying, interpreting language sounds, and responding to messages implied in language tools. Besides, Rost (2013) said that listening is the process of understanding information that is processed from what has been heard.

Gilakjani and Ahmad (2011) revealed that listening is a skill that plays an important role in everyday life and in the educational process. Cheung and Kul (2010) stated that listening is a process of trying to understand spoken sounds. Someone listens to the speech, analyzes the voice, clarifies it, and understands the message (Gilakjani & Sabouri, 2016). The process of listening is about understanding what the speaker has said, making, and creating meaning, negotiating and answering, and creating meaning with participation and activity. Arono (2014) revealed that learning to listen has developed and advanced, especially in the media and learning materials used in certain schools. Some listening lessons have been applied in the classroom, but most of them use listening material from cassettes, television, and radio. Even though the internet is growing significantly in producing listening material and software for learning to listen, but the students generally have limited opportunity to exploit them.

According to Lestary and Seriadi (2019) stated that listening is the most important language skill and also a part of communication through listening to share ideas with others. Such as using audio in the learning process and clear native speakers will make students feel happy with the learning because the speakers are clear and use audio related to the material. There is also another

opinion about listening learning, according to Brown and Warschauer (2006) who says that listening is a major component in language learning and teaching because in that class there is more listening and understanding of the material. means listening can be said deeply in everyday life.

Sari and Fitriyana (2019) stated that listening is a language skill to understand spoken texts, by building language skills to communicate in real situations and be able to express language. Thus, listening can be said to understand spoken texts can be called top-down as a basic skill to master language and language skills. Therefore, listening comprehension is not only a process of identifying sounds, but also a process of capturing ideas from spoken texts, both explicitly and implicitly. Listening can be said as the main source of input that can be understood by students, language learning begins to include listening activities which are not just the presentation of language that will be obtained by students.

In addition, Barne (2010) state that listening is a selective process of paying attention to hearing, understanding, and remembering symbols. This is means that listening to a selective process through remembering and understanding information. Hearing is related to the senses, but listening is related to be the mind. In the process of listening, students recognize the voice or voice of the speaker but in the process of listening, they have the additional task of understanding the content, message, and implied information. Therefore, hearing and listening are natural abilities, but listening is more complex. So, listening requires a lot of practice. Because of its nature that requires efforts to understand, understand and analyze in-depth.

Based on some of the definitions above, it can be concluded that listening is one of the abilities of every human being that can be seen directly, but not everyone can listen to English unless they are native speakers or their first language is English. English is involved in many language learning activities, both inside and outside the classroom. Language and listening skills, namely the ability to actively understand the information given by the native speaker, and show interest in the topic being discussed.

2.1.2 Factor Affecting Listening Skill

Hamouda (2013) defines that listening is an internal and external characteristic that affects the understanding process related to listening. In this case, listening can affect the characteristics that can directly affect the hearing in understanding some information. According to Kurniawati (2019), there are eight affecting listening factors, namely (1) physical factors, (2) psychological factors, (3) the experience factor, (4) attitude factor, (5) motivation factor, (6) gender factor, (7) environmental factor, (8) the role factor in society. Moreover, Reza, Bahri and Erdiana (2019) stated that factor affecting listening such as speed rate, unfamiliar words, the length of the spoken text, a variety of accent, lack of concertation and pronunciation. Meanwhile, Takeno and Takatsuka (2007) argue that the factors that influence listening comprehension, namely vocabulary or grammar, reading comprehension, and repetition are factors that influence listening.

In the other study, Reza, Bahri and Erdiana (2019) presented other points that affecting learning listening. They said that listening can be influenced by personality experiences, attitudes and motivation. This is in line with Ardila (2013) who said that one of factors affecting listening skill is the degree of motivation. In the stage that the students devote no motivation in learning listening, they will be just hear the sound without gain understanding from the spoken text. According to Ardila (2013) further stated that the other factor affecting listening are paralinguistic feature such as the accent, noise, rate of delivery, pronunciation and intonation caused participant difficulties while doing listening exercises. Also, the lack of vocabulary hindered participant' listening skill. In the context of the contents that are listened, Karimi (2018) states that the factors affecting listening skills include the background knowledge of listening, the structure of information that is less conological, the completeness and clarity of information and type of the text both static and dynamic.

Based on, Hoang and Van (2019) said that the factors influence listening comprehension. First, the speaker's factors such as the speaker's linguistic ability the quality of the speech signal, and the speaker's personality. Second, the factors in the spoken text, such as; lexical and syntactic complexity, and level of cohesion. And the third, listener factors, such as memory intelligence, gender, motivation, and background knowledge. In contrast to Pratiwi and Andriyanti (2019), they stated that the factors that influence listening are speaker characteristic, listener characteristic, material, and medium characteristic. It can be known the factors that affect the listening learning process.

In addition, Xie (2013) suggests that the factors that affect hearing are learning factors, these are factors that affect interest and self-confidence in learning English, students' ability in listening comprehension, student personality, and influence on learning English. language factor, this shows students' awareness of the importance of English language development. The teacher factor, most teachers try to use language that is in accordance with the students' abilities. teachers tend to use easy words and speak very clearly when teachers teach at lower levels. Language environment, this section explains how students access listening activities and the data shows that more than half of students prefer to practice listening skills through songs and watching movies.

2.1.3 Strategies in Learning Listening

In learning listening, the use of strategies is important to help learners enhance their understanding. Various studies related to the use of listening learning strategies by students have been carried out. Fauzana (2016) defines listening comprehension strategies as steps taken by students to help them obtain, store, retrieve or use information. Saraswaty (2018) argues that student learning strategies can be used metacognitive and cognitive. In this case, cognitive strategies are the largest percentage of strategies followed by metacognitive strategies that are enhanced by the level of professionalism. Vandergift (2003) argues for metacognitive strategies such as selective attention and monitoring comprehension more frequently, to use a more effective combination of cognitive

strategies such as elaboration and conclusion, and generally more flexibility in strategy use.

According to Indriyanti and Kemala (2017) listening strategies should enhance students' listening skills in the terms of memory, cognitive, compensation, metacognitive, affective, and social strategies. Generally, these listening strategies appeared to reach the aims of listening that is to become better listeners (Santos, Graham & Vanderplank, 2008). However, Khan (2014) explored in his research that the listening strategy was divided into three, namely pre-listening, while-listening and post listening. This strategy has proven to be very beneficial for both students and teachers. For example, in the pre-listening stage, a teacher can start a brief discussion with students in order to find out the students' views regarding the topic to be explained by the teacher. Then students are asked to share information obtained from the text during the discussion.

In addition, Chulim (2008), strategies are thoughts and behaviors that students use to help a student understand, learn, or retain information. Thus, learning strategies are needed so that the learning process is more effective but, students sometimes encounter obstacles in the learning process because of the incompatibility of the strategies used in learning. In addition, success or failure in learning to listen to English can be influenced by students. Therefore, the use of language learning strategies is very important for students in listening to English because the success of learning to listen to English depends on the learning strategies by students and the learning strategies carried out by the teacher.

Language learning strategies have some evidence about the possibility of learners using strategies effectively (Coksun, 2010; Macaro, 2006 & Ratnaningsih, 2015). Listening strategies define activities or techniques that directly contribute to students' understanding of listening input and memory. According to as Vandergrift (2007) study showed that learning strategies are classified into three types: psychological features, namely mental activities to manipulate language to complete tasks, meta-cognitive, namely mental activities to direct language, and socio-affective, namely activity that involve interaction or communication. The investigation by Chamot (2004) found that learning strategies are psychological, inference, elaboration, translation, repetition, responding, grouping, note, deduction or induction, and substitution.

In learning to listen, the use of strategies is important to help learning improve student understanding. Students use different strategies in learning to achieve learning competencies. Therefore, listening strategies and the ability to use them effectively have a significant effect on is language learning achievement.

2.1.4 Media Used in Listening Course

Media in learning listening is also one of the most important parts in learning listening (Helgesen,2003). By using various media, the process of learning diverse and improve different kind of listening skills. Buckingham (2008) stated that there are several media can be used in learning listening. Also, Smaldino, Lowther, and Russell (2012) revealed that media that are often used in learning Listening are text media, audio media, visual media, and video. Text

media is media that can be displayed in any form such as books, posters, whiteboards, and computer screens. Audio media is anything that can be heard, such as records, radio, music, and sound systems. Visual media includes diagrams on posters, pictures on the blackboard, photos, drawings on books and cartoons. While video is one of the media that displays motion, including DVD, and computer animation.

Visual media can be interpreted as one of the branches of mass media that includes visual effects to communicate. This includes various resources that serve as a medium for transferring knowledge such as video, photography, animation, pictures, newspapers, television and other visual tools (Vadsariya, 2017). Visual media commonly used for teaching English are pictures, posters, cartoons, picture cards, and flash cards (Sari, 2013). This visual media is enhancing the students to be more attracted to the learning material. Moreover, visual media help the teacher to provide learning material which can be encouraged the students to be participated to the learning process. Unfortunately, this kind of media was found costly and impractical. This media requires long process.

Jou (2010) consider in the use of media in this class. 1) teacher preparation, the teacher prepares the material to be explained; 2) preparation in class, the teachers give a reference to students in terms of assignments to take part in learning; 3) media presentation; and 4) follow-up activities such as discussions, reports, and other tasks. Second, the use of media outside the classroom. The pattern of using media when carrying out the learning process outside the

classroom. It is divided into three groups, namely controlled, uncontrolled and individual.

2.1.5 Listening in the Context of Online Learning

Online learning is widely accredited as a form of distance learning or learning from home since COVID-19 (Bartey & Golek, 2004). Online learning is also considered as the use of the internet in accessing material, interacting with content, teachers, and other students. This kind of learning process use different method regarding the material and interaction between teachers and students or students with peers. In the listening context, if the regular classes require the teacher to do some activities directly, such as plays songs and dialogues recording in the class, in the online course the material and interaction are delivered by using internet platform through certain devices and technology applications (Susilowati, 2020). However, this type of learning get through many obstacles in the terms of learning, namely unstable network, limited internet data and piling up tasks.

Regarding the issue of unstable networks and limited internet data, Muilenburg and Berge (2005) stated that this issue is the common problem in online learning. The edequatenetwork facilities and limited internet data are the main important thing in online system learning because it is related to the continuity of the learning access. With an unstable network, students will find the access to the internet difficult. Basically, in learning listeningstudents have to download audio or video that has been given by the teacher to be listened.

Meanwhile, in some cases, limited internet data barricaded the internet connection so the students cannot connect to their online learning websites. Regarding the piled task, somehow, students procrastinate during online learning because the students still cannot adjust properly themselves with the all-online system learning conditions.

In addition, according to Hassan, Abidin, and Yew (2014) online learning is generally also described as distance learning, web-based education, and virtual education. Currently, online learning has been integrated according to student needs. Students can learn and communicate even though they are not facing to face, this helps students develop their learning abilities. Thereby helps students communicate and increasing students' self-confidence. Students also learn by is completing exercises and practical online conveniently just by turning on the computer and connecting to the internet but, learn in a place that can be connected to the internet so that there are no obstacles in the learning process.

2.1.6 Challenge in Learning Listening

Listening in general is a challenging language skill for many learners where they usually face frustration (Arnold, 2000; Goh, 2000). It can be said that the challenge of students during listening to experiences perceptions, especially regarding the speed at which students usually experiences problems due to mishearing or missing words that are considered important. According to Renukadevi (2014), students' challenges in learning listening are still faced by students and even they have studie English for years. Based on the results of the

students basic test, there is a student's learning challenge, namely the lack of concentration in listening to the learning. Thus, the lack of concentration in learning is not effective.

According to Izzah and Keeya (2019), the challenges in learning listening to students are textual features in the listening section, features of the interlocutor or personal characteristics of the speaker, features where the cognition of the listener, and speaker interact. Thus, Turel (2014) also briefly divides these challenges into two main factors; (1) internal listener factors such as listener's age, level of intelligence, strategy, (2) external factors of the listener-speaker, textual and contextual characteristics. Thus the challenges of students in learning greatly affect the quality that students have.

In addition, Susilowati (2020) said that there are several challenges in learning to listen namely; First, getting the gist of the speaker delivered quickly. In addition, the knowledge of vocabulary and components of English is limited. Second, the difference in the accent used by native speakers and the type of material presented. Such as the material presented is too complicated and unfamiliar vocabulary. Third, mastery of vocabulary is not sufficient to support the process of understanding the meaning of the material. Fourth, namely the limited time and opportunity to review. Usually, when they are doing the review process, they often use time, so students tend to panic when the time allotted is up. The listening process must be carried out through several processes, and in each process, students must be guided by the lecturer so that students do not have difficulties during the learning process.

2.2 Relevant Studies

The relevant studies relating to the experience of learning listening in the context of COVID-19 is still under-researched. In fact, the research is difficult to find relevant studies regarding listening learning strategies during the COVID-19 pandemic both local and international context. By means of researching the experience of learning listening during the COVID-19 pandemic, the researcher expects to contribute to the growing body of research by exploring this limited issue. The only relevant study conducted by Susilowati (2020) tried to explore the challenges of learning listening amidst COVID-19. She noted that there are three considered issues relate to listening course during the pandemic, i.e choosing the suitable technology devices, system and devices in the class, preparing the suitable material for online learning, and applying suitable method and strategy in online listening course.

According to Cips (2020) that the most popular platform used during the online listening course is WA (WhatsApp), a real time chat which is able the teacher and students communicate each other by sending video, video call, voice note, voice call, share documents, etc. Due to its effective and easy to use, this platform top favorite platform in online learning especially in online listening course compared by Zoom and other platform of video conferences during the pandemic. Moreover, she also mentioned that there are various web sources, which can be used in learning listening, such as ELLO (online social networking service), which provides 100+ listening text and task activities. There is Passport to English which free downloaded and available offline. This kind of listening

task is suitable for students who live in remote area. Besides, there are VOA (voice of America), BBC English (British Broadcasting Corporation), and Zapp English that are able to specifically develop students' skill in listening.

