CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates related theories used in this research. It discusses the following topics: the online learning of FLSP listening, the problems in the online learning of FLSP listening, the causes of listening problems, and also the solutions of listening problems.

2. 1 Online learning of Listening

Rost (2009) as quoted in Gilakjani & Sabouri (2016) says that listening is an active mental ability. This is critical to successful communication because it can help us understand the world around us. Amid the Covid-19 pandemic, which suddenly shook the whole world, all elements in education had to think about shifting the method of learning activities. Learning activities usually carried out face-to-face in the classroom must be displaced into online learning. Digital learning or online learning can increase the flexibility of access, eliminate geographical barriers, and improve the convenience of use and the effectiveness of collaborative learning in language classes (Kirovska&Simjanoska, 2019). Teachers and students must collaborate to use new learning methods that utilize the latest technological developments. The scale of usage of online learning activity has increased recently worldwide, causing many countries to be unwilling to take significant risks due to the spread of Covid-19. This is based on meetings at schools and universities directly to discuss it (Bailey & Breslin, 2021). Milliner (2017) defines teachers' learning method as providing material indirectly, while communication and interaction between teachers, and students are limited to using the internet and technological devices such as supporting applications to communicate as the core of online learning activities.

Previous researchers have widely defined listening. Listening has been defined as the process of absorbing information when humans communicate through sound. Either through any voice, as long as the recipient can know the contents of the message, is also called listening in communicating. In receiving

information in everyday life, listening is an activity that is always carried out by every individual (Nushi & Orouji, 2020). Chastain (1975) defines listening as the ability to understand the speech of native speakers at an average speed. Postovski (1972) states that listening is a process of understanding what has been heard and organizing it into lexical elements to be further processed into a complete definition or meaning. Bowen et al. (1985) say, in simple terms, that listening means understanding spoken language. Students hear speeches orally, classify sounds, passing them into lexical and syntactic units, then, understanding the message. Asemota (2015) says that listening is not a process of just listening to sounds or rumblings. It is an interrelated process between hearing voices, identifying, understanding what is heard, and interpreting what is heard. Students will be able to understand better and be aware of the language and how they use it. Listening will also help students to gain a detailed understanding and can help students in the future to become individuals who have great confidence with the hope of success.

Listening skill, which is one of the language skills, is a skill that is quite complex to learn online. Brown (2001) states that listening skill is a receptive ability to receive or have a meaning conveyed by the speaker through the power of imagination and mental processes. According to Martinez (2010), teachers and students will face several potential difficulties because designing suitable learning classes takes work. Difficulties that may occur are about understanding vocabulary and the English listening component (Harmer, 2008). Littlewood (1981) says that the listening process must involve the listener's active role. Listeners should actively use their knowledge through linguistic and non-linguistic sources to gain and construct the message intended by the speaker. By engaging listeners with the sources of knowledge they have, it will be easier for them to listen to every word and sentence of the speaker continuously. Furthermore, the listener will arrange the meaning contained in words heard. Listening is a daily activity that is essential in receiving information in daily life (Nushi & Orouji, 2020). Rost (2013) stated that listening is a complex process that allows people to comprehend spoken language. Listening also helps people understand the vast world, which is a crucial element in effective communication.

Moreover, Underwood (1989) explains that listening is an activity that focuses on paying attention and trying to get the meaning of what we hear. The listener must have and recognize other factors that will be used to interpret and convey the message. Field (1989) describes listening as difficult to explain because listening is an invisible mental process. Listeners must sort out the knowledge they have to understand vocabulary, understand grammatical structures, distinguish sounds, and interpret intentions and pronunciation between different people with different cultural backgrounds. On the other hand, Rost (2002) defines listening as receiving what the speaker has said, constructing and representing meaning, negotiating meaning with the speaker and responding to it, and making its meaning by involving imagination and empathy.

2. 2 The Importance of Online Learning Listening

Renukadevi (2014) states that other skills, such as speaking, reading, and writing, are essential for developing language proficiency. However, listening contributes mainly to language skills. Learning to listen to the target language improves language skills. The language's sound, rhythm, intonation, and stress can only be perfectly adapted through listening. In order to understand the nuances of a particular language, one must be able to listen. On the other hand, Brown (2001), as quoted from Agustin & Ayu (2021), added that listening is the main component in learning activities. This is because, in the classroom, students listen more than speak. This means that listening is a critical skill to master in daily activities, including in the process of learning activities in the classroom. Understanding spoken language is vital in learning and using a second or foreign language. These are the skills that will be needed to communicate in actual learning activities in the classroom (Ahmadi, 2016). With Guidance and Practice, Learners Can Improve Their Listening Comprehension Skills. Listening has an important role both in the world of education and in daily society. Listening must be maintained consistently to communicate on the right path and in the context. However, the world of education, especially for English, is more focused on vocabulary and grammar. Morley (2001) says that listening and learning in second language learning and foreign languages are well-established today. Then, the understanding instructions of listening are also on the correct scale. However, on the other hand, Richards &

Rodgers (2001), as cited in Yildirim (2016) states that educators and researchers pay more attention to reading and grammar. Also, listening learning is not considered an emergency and is significant to be taught to students.

According to Flowerdew & Miller (2005), All Children are born with the ability to hear. Children First Listen and then Start to Speak. Listening is a natural skill God gives humans; most people interpret each sound we hear and call it a listening skill. However, Kline (2006), in the quote of Yıldırım (2016) states that listening and listening a difference in the effectiveness of learning. The difference is described as hearing is the reception of sound, and listening is the attachment of meaning to the sound. Hearing is passive, and listening is active. The statement is very similar to Rost (2002), which explains that hearing is a form of perception. Listening is an active and intense process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.

Covid-19 conditions that attack almost all parts of the world affect the learning system through the online method. The new learning system was formed to continue to run the learning process even in a limited scope. The online learning environment is beneficial for students to access knowledge and materials quickly and to make collaboration between courses and teachers closer (Krish, 2008) as cited in (Nartiningrum & Nugroho, 2020). On the other hand, Ally (2008), as coded in (Nugroho, 2020), added that online learning would help a lot in the learning process such as the progress of learning experiences, adding personal interactions between teachers and courses, making it easier to dig up information on the internet, and make learning content in various ways.

2. 3 The aspect of online learning listening

In learning listening skills, students must have the basic ability to be able to receive information from sources properly. There are several components needed in the listening aspect such as vocabulary, grammar, pronunciation, and comprehension.

2. 3. 1 Vocabulary

In learning English, increasing vocabulary is a significant factor. This is the main factor in learning a foreign language that must be mastered (Ambarwati &

Mandasari, 2020). People can only communicate fluently if they understand the meaning and basis of the words they have heard. If course participants want to be able to grasp words and their meanings both orally and in writing, increasing the vocabulary they know is very important. According to Hornby (2006), vocabulary is all the words in a particular language that someone knows and uses. On the other hand, Richards (2002) states that vocabulary is a core component in learning language skills and provides students with many foundations to become more proficient in listening, reading, speaking, and writing. From the explanation above, vocabulary is essential for learners to make learning English easier. In addition, vocabulary also makes it easier for students to master some of the main aspects of the skills in learning English.

2. 3. 2 Grammar

According to Keevallik (2018), grammar is a system of rules showing students how to form sentences properly and correctly. In addition, grammar rules can also be used to maximize language learning activities. Learners must know how to arrange words in sentences to master grammar. Learning grammar is similar to aspects of writing and speaking. However, it is also justified that if students want to learn more about English, especially in the listening aspect, they must also master this grammar. Kang & Lee (2020) stated a positive correlation between developing grammar knowledge and listening comprehension with specific methods and instructions to make students more proficient in learning languages.

2. 3. 3 Pronunciation

One way to improve one's pronunciation is to listen to examples of authentic speech (Djurayeva, 2021). Listening and speaking are aspects of language skills that are mutually sustainable. Therefore, listening to and receiving messages from a speech by native speakers is a must-have ability for a student. Lengkoan (2017) says learning English pronunciation rules will help students improve their listening ability. Students will find many difficulties in listening comprehension when someone mispronounces a word, even though the word may be very familiar. With good input, it will be easier for course participants to give sound output to others and will make it easier to communicate with each other appropriately. Receiving

messages properly will also make it easier to convey messages that are easy to understand.

2. 3. 4 Comprehension

In the process of learning activities, the teacher must speak clearly to ensure that students are able to understand well what is being conveyed. Solari & Gerber (2008) state that reasoning processes conditioned and bound by the content and cognitive requirements of the text when trying to understand written or spoken text are the meaning of comprehension. Therefore, comprehension is an aspect of listening that students need in learning a language to avoid differences in understanding the message's meaning between the listener and the speaker.

2. 4 The problems of online learning listening

While creating effective online learning for listening classes poses several challenges, some difficulties in listening classes must also be addressed. According to Harianja et al. (2022) there are several problems that prevent students from learn listening in online learning. Each is explained below.

1. **Concentration level**

According to Harianja et al. (2022), problems in listening during online classes include the concentration level of students while listening. Listening skills indeed require students to stay focused on what they have heard, but trivial things like this seem tricky for some students. For example, when they find a word they cannot put together, they will continue to think about it. Therefore, they will need help to proceed to the next section and will find it difficult to arrange the meaning to be conveyed. Thus, the lack of concentration will also impact their low achievement in learning listening skills. After the emergence of these problems, students will also reach a period that reduces interest and effort to understand every word heard (Renukadevi, 2014). This will cause new problems if it is continued longer by themselves and by teachers who teach and need help understanding the circumstances and difficulties of each student.

2. **Less vocabulary**

Laziness and inability to build vocabulary gradually will make it difficult for students and will also make them get low input in acquiring language skills (Renukadevi, 2014). Therefore, this can be said because vocabulary in learning a language has enormous value. If students want to master a particular language, the first thing to do is built as much vocabulary as possible. This is believed to help students to have great value in their brains and will have no difficulty expressing it in their language abilities such as listening, reading, speaking, or writing. If students cannot fulfill these basic things, then indeed, these students will be trapped in failure to master the language they are learning. On the other hand, Harianja et al. (2022) said that a learner who does not have enough vocabulary built up in their brain has a considerable potential to misinterpret what they hear. This is what often happens to students when taking listening tests. Many of them misunderstood what was heard from the recording due to their lack of vocabulary. Many of the words they hear are new to them.

3. **Sounds deal**

The last problem students need help with is dealing with the sound heard from the recording. If explained a little more, several factors cause this to happen. For this reason, one example is the speed of a speaker related to the speed of someone's speech; it also includes the problem of the speaker's fluency (Harianja et al., 2022). For English foreign language learners, spoken messages spoken by native speakers are more difficult to understand than those spoken by non-native speakers. According to Maulidyah (2017), the difficulties students face in listening comprehension are related to three categories, namely physical settings, listeners, and listening material. Moreover, Renukadevi (2014) added the problem listeners with different pronunciations. In this world, English is the first international language, and with it, many countries learn it. Therefore, the many accents that learn English will undoubtedly result in speech sources with many versions of their accent. That way, students who only have one source of pronunciation knowledge and only stick to one particular articulation will also face problems. Listening is also complicated by the speed of speech Renandya & Farrell (2011) as cited in (Milliner, 2017)

4. **Quality of recorded materials**

In learning listening skills, it is necessary to practice all the time. However, there are still many obstacles for students to practice listening skills. One of them is In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the understanding of learners' listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). That way, students will be less hampered in the process of practicing their listening skills. Kristantiningsih & Nurlaily (2023) in their findings showed that audio content was considered the second highest problem, because students from both levels stated that it often affected their listening comprehension abilities. This will of course cause ongoing problems, such as losing concentration if the text is long and contains a lot of terminology. In understanding information given in long speeches and delivered at high speed, foreign language learners may experience difficulties (Rina & Tiarina, 2021). As a result, these problems will prevent them from understanding the information from the material being played.

5. **Cultural differences**

In an effort to understand the context, cultural knowledge of language plays a big role considering that language and culture are related and cannot be separated. The topic may contain cultural material that is different from that of the student. In this case students may have difficulty imagining what has been said. Here the instructor must provide initial knowledge about the topic beforehand (Azmi et. al, 2014). Ikhsan (2022) added that learning should be familiar with cultural knowledge of language which has a significant influence on students' understanding. If the listening task involves material from a very different culture then students may have critical problems in their understanding.

6. **Psychological conditions**

Nushi & Orouji (2020) in their findings provide the fact that anxiety, stress, loss or lack of self-confidence are at the top of almost all affective factors that interfere with the interviewee's listening comprehension process. These obstacles directly affect the listening comprehension process because learners who

are under the influence of these factors tend to lose concentration and fail to budget time, which then results in unsatisfactory comprehension of the text. Meanwhile, on the other hand, teachers claim that such affective filters will cause listening problems because these filters (i.e., affective barriers) do not allow students to stay focused and manage their time so that they become discouraged and unable to hear or understand spoken texts. In this case it is clear that students' psychological conditions must be paid more attention so that they can continue to participate in listening classes well.

2. 5 The solution of online learning listening problem

In order to overcome listening problems, this study will explain some possible solutions. This should at least be known by students and teachers so that the learning process will run better. Those possible solutions are explained below.

1. The possible solution for overcoming low concentration level

Harianja et al. (2022) stated that in order to overcome the problem of lack of concentration, it is recommended that teachers maintain class conductivity during learning activities. When the teacher has made every effort to maintain class conductivity, students are also expected to be well aware of the conditions of their learning environment when participating in online classes. Suggestions are also added for teachers to introduce critical tricks to students when facing a listening test. One important trick is that if students find a word they do not understand, they should not panic and stay calm to listen to the next part. Of course, this is important because students will only be left behind in a few parts. If a student panics and keeps guessing what word was heard before, the student may lose the whole next part of the sound recording being played. Erzad (2020) said that to overcome problems with concentration, students must focus more on the listening part, in the sense that students must have prepared themselves to listen to the material carefully, even before the listening passage is played. As much as possible, students ignore noise or other distractions around them and focus one hundred percent on the audio that is being played.

2. The possible solution for overcoming less vocabularies

According to Harianja (2022), to overcome vocabulary problems, the teacher should do a warm-up test before starting to learn. As an exercise, the teacher introduces new vocabulary students will face during the listening test. Saraswaty (2018) says that teachers should be aware and understand when students struggle during the learning process. If students have difficulty understanding the vocabulary that appears during the listening test, the teacher should provide tips so that students can form vocabulary in their memory. When students have enough to build their vocabulary, they will find it easy to understand a given listening text. In addition, understanding the meaning of words will positively affect and improve students' listening skills (Bingol et al., 2014). Therefore, students must memorize much vocabulary and learn the meaning of each word (Erzad, 2020).

3. The possible solution for overcoming sounds deal

To overcome this problem, students must encourage themselves to familiarize themselves with English by practicing listening from various available sources. Erzad (2020) says that more is needed for students to listen to listening material and practice listening to British and American accents. Mendelsohn (1984) explains that if students listen to the target language all day long, they will improve their listening skills through experience. This is known as the Audiolingual method. When students are familiar with both accents, it will minimize listening problems such as pronunciation and increase listening speed. At that time, students will more easily recognize the meaning of the speaker's speech. In addition, Harianja et al. (2022) stated that apart from encouraging students to be more aware by practicing listening to English with two British and American accents, the teacher must also help introduce them to students. In addition, when in the learning process, the teacher needs to play recorded material at below-average speed so that students can follow along. If students are getting used to it, the teacher will also increase the speed level.