

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study, which are: definition of listening habit, importance of listening habit, the advantages of listening habit, definition of vocabulary level, importance of vocabulary level, and three tier of vocabulary level.

2.1 Definition of Listening Habit

Listening habit is defined as the time we spend listening. As such, a listening habit is an early-stage, repetitive listening action that is done with the intention of understanding and can provide a reciprocal response in a discussion. It virtually becomes ingrained through repetition. A desire and willingness to capitalize on someone else's words are essential components of good listening skills. The term "learning habits" refers to a strategy or approach that assigns pupils certain tasks, such as reading a book, accepting a lesson, and determining when to finish them. The two categories of learning habits are called Working Methods (WM) and Delay Avoidance (DA). Avoiding and demonstrating the promptness with which academic assignments are completed, avoiding situations that permit work delays, and eliminating incentives that could disrupt learning concentration are all examples of this. "Work methods" refers to the application of a method (process) for efficient academic and skill-learning as well as effective learning. Psychological propensities to repeat behavior are known as habits. They progressively get ingrained when people react in the same way in the same setting. A learning theory known as behaviorism minimizes any autonomous mental activity and concentrates

primarily on behaviors that can be observed with an objective eye. (Septaviani, Nurdin & Dakhalan, 2023)

According to Rahmatullah (2020), prior to beginning to read, write, and speak a language, the primary method of language acquisition is listening. Then, listening activities require the integration of language skills, including writing, speaking, reading, pronouncing words correctly, and mastering vocabulary. Rahmatullah as cited from Christine (2002: 1) claims that listening accounts for up to 50% of our regular conversation time. Paying attention and making an attempt to understand what you heard is the primary method of instruction in the classroom, and it is also the language skill that is most frequently employed at work and at home. Stated differently, the ability to listen well enables one to comprehend the topic being discussed.

2.2 Importance of Listening Habit

Listening is important in everyday life, particularly in educational settings. It is a vital learning skill since it makes a substantial contribution to both general knowledge and language acquisition. Even if we are not native speakers, we can nevertheless learn important aspects of a language by listening without realizing it (Shahzad et al., 2021). Students gain the most knowledge through listening, which is crucial to the communication process. The secret to any successful communication is having good listening skills in any language. English requires the same listening skills as any other language (Amir et al., 2020). Listening is a crucial aspect of communication that communication specialists frequently overlook, it is

very helpful in daily life, including the workplace, according to Kaushal & Dubey (2019). Hearing and listening are sometimes confused, yet they are easily distinguished from one another. Attentional listening, which requires a thorough understanding of the speaker's or sender's message as well as emotions, results in the best interpersonal relationships. Reducing conflict, building trust, and learning how to motivate and inspire others in the workplace or in any other interpersonal interaction are all benefits of attentive and effective listening. Most people disregard this tendency because they mistakenly believe they are good listeners. In the office, listening well enhances both professional and informal relationships with coworkers and boosts productivity. Improved work performance is found to be motivated by positive interpersonal relationships at work. We worry a lot about language in communication, even though it is only one aspect of it, and great listening is a must for effective communication. The kind of listeners we encounter regularly. Passive listeners are not concerned with speaker's intentions, emotions, or sentiments. Active listeners pay attention to the speaker, offer clarifying questions, and show patience because they are concerned about the speaker's feelings. This indicates that nonverbal communication is very beneficial for active listening. This essay discusses how important it is to listen well at work. A non-probability sampling approach called purposeful sampling is used.

The language ability that is used the most. Other, more expressive language abilities indeed take precedence over listening, but listening is still incredibly important. According to numerous studies, pupils employ this language skill the most frequently. Listening is essentially about the process of acquiring and learning

new knowledge. The feedback we get on how well we are doing as language listeners will help us make corrections, tremendously boost our drive to keep learning, and help us gain more confidence in our ability to use the language as we gain the proficiency required for effective listening. Excellent technique for rewriting language use. A listening component is included in the majority of language instruction methods. As we listen, we are constantly examining several important aspects of language use, including our own interpretation, intonation, accent, vocabulary, and grammatical structures. Frequent exposure to new vocabulary and expressions aids in language learning. Listening is another excellent strategy for increasing our attention span (Yurko & Styfanyshyn, 2020).

2.3 The Advantages of Listening Habit

Students can gain a great deal of advantages from developing good listening skills. Since listening is the primary method of language acquisition, listening is especially important while learning a new language (Aisyah as cited in Hamouda, 2013). If a language learner has a good listening habit, they may find it easier to pick up the language they are studying. Sasson argued that improved listening skills would improve academic language proficiency (Aisyah, as quoted from Sasson, 2013). The following are some advantages of developing a listening habit:

1. Listening habit improves listening comprehension

Developing a listening habit helps to improve listening comprehension. Students' listening comprehension will improve as they listen more. Regularly listening to instructions helps students become more familiar with the words and

sentence structures of spoken texts. By attempting to understand the meaning of the text they are listening to, the students will develop their critical thinking skills. According to a Saputra study (2014), students with strong listening habits have superior hearing comprehension compared to those with weak listening habits.

2. Listening habit help learners to expand vocabulary knowledge

The listeners are introduced to new vocabulary while listening. Paying close attention to the words they have heard and attempting to decipher their meaning may help listeners expand their vocabulary. They will become accustomed to the new words and their meanings when they occasionally repeat the newly acquired vocabulary. As mentioned in Nation, Dupuy (1999) found that students who listened to the audio text as many times as they could reported vocabulary gains (Newton & Nation, 2020).

2.4 Definition of Vocabulary Level

One of the language skills that must be acquired is vocabulary. It is essential to learn vocabulary because it lays the groundwork for good writing, speaking, and listening. Students perform better in language when they have a larger vocabulary. Insufficient vocabulary hinders learning other skills, like listening. Students who possess the ability to comprehend and use terminology are said to have mastered it. The study of vocabulary mastery itself deals with meaning and words. In addition to learning the words, the students also want to understand what they signify.

Selecting appropriate phrases to teach kids can make learning easier for them. It is the teacher's responsibility to do this (Kurniati, 2016).

According to Firda, as cited in Nation (2013), for pupils to be proficient in speaking and listening, they need to possess a vocabulary of more than 5,000 words. Similarly, 3,000 words is seen to be a good starting vocabulary size for language learners to read real texts, and 5,000 words can be enough to read well after that (Firda et al., as cited from Schmitt et al., 2001). To comprehend English texts that are not altered, one must possess a vocabulary that is larger than 8,000–9,000 word families (Firda et al., as quoted in Nation, 2006). They need to have at least 2,000–3,000 words to cover about 80% of the majority of texts that aid EFL beginner students in understanding communication in native language circumstances. According to Firda, Azkiyah, & Albiansyah (2021), additionally, learners encounter two aspects of language learning: vocabulary breadth, which is limited to word definitions, and vocabulary depth, which encompasses the depth of vocabulary knowledge and the extent to which a word is learned. As an example, consider synonyms, collocations, and so forth.

2.5 The Importance of Vocabulary Level

According to Hadijah (2021), vocabulary is the first fundamentally important component of learning English for learners. Students who have mastered vocabulary are better equipped to write and speak. It is also intended that by having a large vocabulary, the students will be able to master the four English language abilities of speaking, writing, listening, and reading. According to Yuliansyah

(2016), developing a sufficient vocabulary is necessary for proficient second language use since learners cannot utilize the functions and structures they have learned for understandable communication if they lack a large vocabulary. Understanding challenging reading materials requires a strong vocabulary. At higher reading levels, context-based learning and direct instruction are recommended when teaching English vocabulary. A methodical and ethical approach to teaching and acquiring vocabulary is required, according to numerous studies, because word knowledge is crucial for reading comprehension at both the primary and university reading levels (Hyso & Tabaku, 2011).

Everyone agrees that one of the most important aspects of language knowledge required for effective communication is a person's capacity to use language, and consequently vocabulary. Furthermore, it is presumed that vocabulary knowledge in particular helps L2 learners successfully decode a range of contextual information when they read or listen to texts. However, as L2 learners' hesitation frequently prohibits them from using the target language, having both ability and vocabulary knowledge does not always convert into speaking. The vocabulary that students can access as part of their lexical repertoire is one of the things that causes them to become reluctant in the classroom. Particularly in FL environments, where students would rather remain silent or remain seated to avoid engaging in activities that require them to talk, this is particularly true. Alhartir, as cited in Nation (2001), contends that when it comes to oral communication, second language learners may struggle to properly utilize their vocabulary or lack the lexical expertise necessary to articulate their intended meanings. The canonical

taxonomy of vocabulary knowledge presented in seminal publications by Nation (2001), Read (2000), Schmitt (2010), and Milton (2009) demonstrates that learning a lexical word involves a lot of work (Alhartir, 2019). It appears that all of the scholars concur that vocabulary knowledge should be seen as a multifaceted concept with elements including definition, collocation, orthographic, phonological, and grammatical dimensions. Knowledge of word form, word meaning, and word use are example of other types of vocabulary knowledge, each of which is further described in terms of both receptive and productive modes, and in both written and spoken form. It is generally agreed that the form-meaning link is a fundamental step in acquiring vocabulary knowledge through both understanding and producing written text.

2.6 Three Tier of Vocabulary Level

In English we have three-tier vocabulary levels as below,

1. Tier 1 (Basic Vocabulary)

McQuillan (2019) claims that Basic vocabulary (or "Tier 1") comprises words like "cat," "mother," "talk," and "chocolate," which are terms that the majority of pupils will learn by the time they enter the early grades and are not appropriate words to teach. Common terms that EOs are already familiar with are called basic words, or tier-1 words (Chung as quoted in Beck, McKeown, & Kucan, 2002). But these are fundamental phrases that ELLs need to learn. A basic word's instructional strategy is determined by at least three of its characteristics being demonstrated: (a) concreteness, or how tangible or easily shown it is; (b) semantic

depth, or how polysemous (having multiple meanings) it is; and (c) cognate status, or how closely it resembles an L1 word in spelling and meaning (Chung, as cited in August et al., 2005). For instance, teaching concrete terms can be as simple as pointing to an illustration (such as a squirrel) or acting out an activity (such as walking). More abstract words, like "aunt," need an explanation or a translation. When teaching specific types of words like readily demonstrated words with numerous meanings a combination of instructional tactics is occasionally employed. According to Chung as quoted from August et al. (2005) suggest that a teaching ring can involve displaying a picture and providing an explanation for each of its meanings. Teachers must explain common expressions and idioms (like "take your time"). The simplest words are found in Tier One. These words usually don't have more than one meaning and don't always need explicit instruction. At this level, early reading words, adjectives, verbs, nouns, and sight words are encountered. Book, girl, sad, run, puppy, and orange are a few examples of tier-one words. Within tier one of English, there are roughly 8,000 word families (Hutton, 2008).

2. Tier 2 (General Academic Vocabulary)

Teachers should instead concentrate their vocabulary training on "Tier 2" terms, which are defined as words that are of general utility not limited to a specific domain" (McQuillan as quoted in Beck et al., 1987). These terms (e.g. influence, ponder, retort, thread) are found in a wide range of genres and topic matter writings; they are also frequently referred to as sub-technical words (McQuillan as cited from

Cowan, 1974). Like EOs, ELLs require additional word instruction in addition to Tier-1 words. According to Chung as cited in Beck, McKeown, & Kucan (2002) These additional words, known as Tier-2 words, may be difficult for them to learn by grade-level readings or other regular sources of input . Tier-2 words are complex, high-frequency terms intended for more advanced language learners, according to Chung as cited in Beck, McKeown, and Kucan (2002). They are prevalent in many domains and are of widespread utility. In order to create the Academic Word List Coxhead (2000) examined over 3,500,000 words in academic books, journals, and other academic publications (Chung, 2012). It includes 570 high-frequency word families that are relevant for students in upper elementary or higher education and are present in a variety of academic subjects. High frequency terms that are found in a wide range of areas comprise Tier 2. In other words, these words have a significant impact on reading and speaking since they are frequently used in contexts requiring mature language use, such as adult conversations and literature (Hutton, 2008). The criteria for tier two terms according to Hutton are as follows:

- Essential for understanding what you're reading
- Feature of proficient language users
- Have several interpretations
- A greater number of descriptive words (words that enable pupils to give in-depth descriptions of concepts)
- Utilized in many different contexts (generalization)

3. Tier 3 (Domain-Specific Vocabulary)

Tier 3 words are either infrequently used or exclusive to a particular field; the latter category includes words like photosynthesis, tidal pools, and cosine, which are frequently referred to as technical vocabulary. Again, these would be poor choices for teaching objectives because they can be acquired "when the specific need arises, such as presenting nebulae during a lesson or discussion of the solar system" (McQuillan, as cited from Beck et al., 1987). According to Sibold (2011), Tier 3 vocabulary words are often restricted to particular content areas and are less frequently encountered. These terms have "usage and application only in a particular subject field," such as centimeter, kilogram, and deciliter in a scientific or math class, or abolitionist, emancipation, and secession in a history class, according to Sibold, cited in Vacca & Vacca (2008). Finding these Tier 3 terms in their textbooks is comparatively simple for educators. The vocabulary words in question are not common in the language they speak daily, thus students find it difficult to define or clarify them. Consequently, it is necessary to teach this technical terminology in detail and unambiguously (Sibold as quoted in Vacca & Vacca, 2008). Low-frequency terms that appear in particular domains make up tier-three, according to Hutton (2008). Domains encompass things like school subjects, interests, careers, places of residence, technology, and weather. The majority of the time, we pick up these words as needed—for example, in chemistry class when we are taught about amino acids. Economics, isotopes, asphalt, the Revolutionary War, and crepe are a few examples of tier-three terms. This tier contains the final 400,000 words written in English. It is imperative to bear in mind that the categorization of

words into tiers two and three is not always definitive. There are multiple approaches to choosing the words. Word understanding is dependent on individual experience (Hutton, 2008).

2.7 Connection between Listening Habit and Vocabulary Level

James (2010) notes that "Habit is an automatic and mindless behavior to develop consistency and regularity in the healthful behavior in daily life," as referenced by Zara Firsty Meautia (2014). Based on the previously provided reasons, the researcher concludes that listening to English music regularly is associated with vocabulary mastery. The habit of listening to English songs by pupils will boost their motivation to learn, particularly when it comes to vocabulary.

Bernanda, Setiawan & Hendrety (2022), a medium is required to expand students' vocabulary. A song can be utilized as one of the media to help kids become more proficient in language. Music may be an effective teaching and learning tool, according to Millington (2011). Songs can be a helpful teaching tool for vocabulary and sentence structure, as well as for helping students with pronunciation and listening comprehension. The fact that songs are entertaining is the biggest advantage of utilizing them as a teaching tool in the classroom. Furthermore, Millington (2011) emphasizes that listening to music can be a great way to practice vocabulary. This claim is also supported by research by Meutia (2014), Sari & Hastini (2013), and Lengga (2011), which discovered a beneficial relationship between students' listening habits to English songs and their vocabulary proficiency concerning listening skills (Bernanda, 2022). The positive correlation demonstrates

that vocabulary knowledge and the habit of listening to English-language music tend to grow or diminish in tandem with students' listening skills.

Rahmatullah (2020) advised students to supplement classroom English instruction with independent study. Listening to English-language music is thought to be one of the good practices that might help them learn the language and improve their vocabulary. Following their exposure to English songs, pupils are typically unaware that they have covered some new vocabulary.

