

CHAPTER II

THEORETICAL FRAMEWORK

A. Listening

1. Definition of Listening

Listening has been defined by the researchers in different ways and different perspectives. According to Thomlison which quoted by Arafat “listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.”¹ On the other words that listening is nothing simple, it is something difficult to understand.

Beside of that, Anderson and Lynch in Abbas and Reza arguing what is successful listening, the listener plays a crucial part in the process of understanding, the listener has to apply anything he knows to what he listen and try to understand what the speaker's means, because understanding is not something that just happens because of what speaker's says.² Vandergrift argues in Khuziakmetova and Porcheskub that, “when listening, people draw on the following knowledge sources: linguistic knowledge, pragmatic knowledge, and prior (experiential) knowledge. They consider the linguistic source to be the fundamental one. It is represented by semantic, phonological and syntactic knowledge of

¹Arafat Hamouda, “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”, *International Journal of Academic Research in Progressive Education*, Vol. 2, No. 2, (April, 2013), 117.

²Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, “A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement”, *Journal in Language Teaching and Research*, Vol. 2, No. 5, (September, 2011), 978.

the target language which helps the listener to assign meaning to the sound stream of the connected speech.”³ Rost has defined any definition of listening as a receptive, Listening is receiving what the speaker actually says, it means catching what the speaker said, getting the speaker’s idea, decoding the speaker’s message, unpacking the speaker’s content, harvesting what is in the speaker’s mind. Listening refers to the selective process of attending to, hearing, understanding and remembering aural symbols. Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker.⁴

Listening is different from hearing, hearing is something that just happened, the listeners don’t need any effort to understand the sounds or voices that they heard, but listening is the process of understanding spoken language, listening need a process to understand a messages that uttered by the speaker.

2. Listening Comprehension

Rost in Arafat stated that “Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in

³Anvar N. Khuziakhmetova and Galina V. Porcheskub
“Teaching Listening Comprehension: Bottom-Up Approach”, *International Journal of Environmental & Science Education*, Vol. 11, No. 8, (May, 2016), 1990.

⁴Michael Rost, *Teaching an Researching Listening Comprehension* ,Second Edition, (Edinburgh: Pearson Education Limited, 2011), 3.

contextual utterance”.⁵ Beside of that Khuziakhmetova and Porcheskub argues that “listening comprehension training programs should include enough exercises aimed at training the students to listen at the level of the surface form of the linguistic unit, especially, at lower levels of language proficiency, i.e. there should be enough exercises helping to form bottom-up processing skills.”⁶

Harmer stated that, “students need to be able to listen to variety of things in a number of different ways. In the first place, they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to a story on interacting in social conversation). A lot will depend on the particular genres they are working”.⁷ Besides of that according to Chastain which quoted by Seyedeh, listening comprehension divided into some steps. The first step is the ability to differentiate all sounds and intonations, and the ability to distinguish them with the same sounds in native language. The second step is the ability to understand the whole message that uttered by the speaker. The third is the ability to hold that message in our memory until it can

⁵Arafat Hamouda. “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”,117.

⁶ Anvar N. Khuziakhmetova and Galina V. Porcheskub, “Teaching Listening Comprehension: Bottom-Up Approach”, 1992.

⁷ Jeremy Harmer, *How To Teach English*, (Beijing: Pearson Education Limited, 2007).
135.

be processed. The fourth step is to sample the important message from the material we listen.⁸

Listening comprehension is something complex, in listening comprehension the listeners need to apply some steps. They are not only had to listen to the speakers carefully but also they have to process the whole message or information that uttered by the speaker and summarize the important message exactly. The researcher tries to find out is there any student that could feel anxious in participating listening comprehension in the class.

3. Significance of Listening

In communication not only speaking that plays a major role but also listening, because students listen to learn and learn to speak or to express an idea. Listening as a receptive skill must have an impact for students while process of learning in the classroom, when the teacher or other student explain the lesson then the students must listen and receive it to understand what they explain and to interpret it into productive skill. Students should focus on listening to the lesson in the classroom in order to comprehend the information, message or evaluation. Hunsaker arguing for the role of listening in the communicative skills in Khuziakmetova and Porcheskub, that, “more than three quarters of what children learn at school is achieved through listening. Listening is a leader among all other kinds of speech skills

⁸ Seyedeh Masoumeh Ahmadi, “The Important of Listening Comprehension in Language Learning”, *International Journal of Research in English Education*, Vol. 1, No. 1, (November, 2016),8.

(speaking, reading, and writing) and it provides the basis for their development.”⁹

Listening is one of skills that very effective to pick up vocabulary and grammar in order to gain knowledge and to improve speaking and language learning. It seems that listening simplify the rules of learning other language skills and make it easier. Then, the teachers have to pay more attention in teaching listening comprehension, in order to improve students’ language skills.

4. Types of Listening

As a receptive skill, listening has no rule as in grammar and it makes it be the most difficult skill among four skills. Therefore some types used in process of listening learning to make it easier for the students. These are types of listening that usually used:

a. Intensive Listening

Intensive listening is a type of listening that focus on language form, then the students have to pay more attention on language form in order to raise students’ awareness in distinguishing grammar, phonemes, and lexical choice which can effect meaning. Field argues that, “Intensive listening took place without any clear aim. Students were not asked questions until after they had heard the passage, so they did not know what they were listening for. Their success in answering depended on memory as much as on listening

⁹ Anvar N. Khuziakmetova and Galina V. Porcheskub “Teaching Listening Comprehension: Bottom-Up Approach”,1990.

skill.”¹⁰ According to Rost, “Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis.”¹¹

b. Extensive Listening

The aim of extensive listening is to improve students’ listening skill, then students’ able to listen almost everything they listen and it could increase their level of listening skill. The principle is to encourage listening for pleasure and without requiring listeners to continue to show a satisfying level of understanding. In general, this might involve encouraging students to exploit the opportunities provided by the target language resources in their daily lives. According to Rost, “Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language instruction, and ‘listening for pleasure’.”¹²

c. Responsive Listening

Relatively, responsive listening activity is listening to short stretch of language such as a great question, command or comprehension Rost stated that, “Responsive listening refers to a type of listening practice in which the listener’s response is the goal of the activity. The listener’s response in this type of activity is ‘affective’ –

¹⁰ Jhon Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 16.

¹¹ Michael Rost, *Teaching an Researching Listening Comprehension*, 184.

¹² Michael Rost, *Teaching an Researching Listening Comprehension*, 194.

expressing an opinion or point of view – rather than ‘informational’ – giving back facts based on what was heard.”¹³

d. Active Listening

As its name, active listening make the listener listen actively, on other words the listeners have to concentrate on what the speaker says not only hearing it.

e. Selective Listening

This listening type is a kind of listening that used to filter and summarize the spoken language in order to achieve comprehension. Based on Rost, “In language teaching, selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In its vernacular use, selective listening is used to refer to ‘attending to only what you want to hear’ and ‘tuning out everything else’.”¹⁴

f. Interactive Listening

Based on Rost, “Interactive listening refers to the type of conversational interaction in which listeners take a leading role in understanding, through giving feedback, asking questions, and supporting the speaker.”¹⁵

¹³ Michael Rost, *Teaching an Researching Listening Comprehension*, 198.

¹⁴ Michael Rost, *Teaching an Researching Listening Comprehensio*, 187.

¹⁵ Michael Rost, *Teaching an Researching Listening Comprehension*, 190.

5. Listening Process

Anderson and Lynch in Ghemrani claim that Top-down and Bottom-up process are used to help listeners to process the information and understand what have been said by the speaker.¹⁶

a. Bottom-Up Process

Bottom-up process works from the smaller to the larger unit to receive the information. The listeners start listen from the smallest unit of sound or phonemes which combine into words and turn into phrases, clauses and sentences. Finally, those are combined to create ideas.

b. Top-Down Process

In Top-down process, listeners not only listening to what the speaker said, but also they must understand what has been expressed from the top (semantic aspect) to the down (linguistic aspect). Then the listeners can use the information that they get before to predict the content of the text and get a general idea about the message. Anyway, in achieving a result of listening process it should be included trough both integration of bottom-up and top-down process.

Based on Fernandez and Cairns, the concepts that are influential in psycholinguistics (and in general psychology) are the distinction between bottom-up and top-down processes. Psycholinguistic processes, basically, information processing routines; we can ask the extent to which this process is triggered automatically based solely on acoustic signals (bottom-up) or assisted by contextual information, whether in a communication

¹⁶ Diamonta Ghemrani, "The Main Factors Causing Foreign Language Learners Anxiety in Listening", (A Master's Degree Dissertation, Mohamed Kheider Biskra University, June, 2015). 9.

situation or in a sentence being processed (top-down). When bottom-up information is not specific enough words or phrases, top-down information can allow listeners to select between various possibilities. But if the bottom-up is adequate, top-down information is not necessary.¹⁷

B. Anxiety

1. Definition of Anxiety

Anxiety is something related to our feeling that grows up when doing something, it might be a panic, heart beating, nervous, or it could be defined that anxiety is an influential mental disorder of the physical and emotion. Based on Speilberger which quoted by Zdena defines anxiety as “an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry”.¹⁸ Beside of that, Horwitz, Horwitz and Cope in Zdena stated that anxiety could be termed as a foreign language anxiety if the anxiety only related to one thing, and it is a foreign language.¹⁹ Horwitz argues that, “Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education”.²⁰ That anxiety would make them uncomfortable in participating

¹⁷Eva M. Fernández and Helen Smith Cairns, *Fundamentals of Psycholinguistics*, (Queenstown: Willey Blackwell, 2011), 183-184.

¹⁸ Zdena Kral'ova, *Foreign Language Anxiety*, (Nitra: Charles University, 2016), 3.

¹⁹ Zdena Kral'ova, *Foreign Language Anxiety*, 4.

²⁰ Elaine K. Horwitz, *Language Anxiety and Achievement*, (Cambridge: Cambridge University Press, 2001), 113.

classroom activities and give the students a negative emotional reaction towards language acquisition.

Dornyei stated that, “the ID variable ‘language anxiety’ is undoubtedly an important learner characteristic with regard to second language acquisition and use, consistently producing a significant impact on second language criterion variables. We find, however, considerable variation in the literature in the way the anxiety factor has been integrated into research paradigms: It is sometimes used as a separate independent variable and some other times as a constituent of a larger construct. This, as we have seen, reflects a similar ambiguity found in the psychological literature concerning the exact position of the construct in the overall picture of ID variables. In any case, the measurement of language anxiety in one way or another is likely to remain an indispensable background variable component of L2 studies focusing on language performance”.²¹

According to Fang, anxiety is one thing that may be very influential in the learning process, it is related with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension.²² Many situation that could make students anxious while participating classroom activities, they must be felt different indication of anxiety too, and it caused to their achievement. Elaldi based on Horwitz et al. classified foreign language anxiety into three components as: 1) Communication apprehension, it arises when a student cannot utter their thoughts or ideas. 2) Fear of negative social evaluation, it could arises when the students do

²¹ Zolton Dornei, *The Psychology of the Language Learner*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2015), 201.

²² Fang Xu, “Anxiety in EFL Listening Comprehension”, *Theory an Practice in Language Studies*, Vol. 1, No. 12, (December, 2011), 1709.

the performance, they afraid to get negative impression from teacher or other students. 3) Test anxiety, it related to their abilities on academic, they might be afraid to academic evaluation.

Heron which quoted by Fang made references to what he termed as existential anxiety, it was consist of three component those are relevant to the language classroom, and it arises out of a group situation: “ Acceptance anxiety. Will I be accepted, liked, wanted? Next is orientation anxiety. Will I understand what is going on? And the last is performance anxiety. Will I able to do what I have come to learn?”²³ when the students feel an anxiety, it could make them nervous, afraid, unconfident, down or even get worse on academic result.

Anxiety is something related to the feeling, many feelings or emotions that indicate anxiety, such as panic, heart beating, nerves, tension or worry. For anxiety in listening, some situation in class can make the students feel anxious, such as the class environment, teacher explanation, the test itself or it might be come from the students selves. Then, the researcher tries to find out the situations that make the students feel anxious and their indication of anxiety.

2. Categories of Anxiety

According to Fang, there are four general categories that determined sources of students’ anxiety, there are included the input, process, instructional factors and personal factors.²⁴

²³ Fang Xu, “Anxiety in EFL Listening Comprehension”, 1709.

²⁴ Fang Xu, “Anxiety in EFL Listening Comprehension”, 1711.

a. Listening anxiety associated with characteristics of input

1) Nature of the speech

The Students are feeling anxious when the teacher or speaker speaks too fast, they are afraid that they can't translate many words on their mind and they can write nothing on their notebook (anything related to the lesson).

2) Level of difficulty

The students could feel anxiety when they heard the words that they never heard before, they are afraid they will not understand about the topic that explained by the teacher.

3) Lack of visual support

The students accustomed to read an English text or watching English movie with English subtitles, then, they will recognize the words written but not orally. Because of that the students would feel anxious when they are participating listening class that only uses audio.

4) Lack of Repetition

Students expressed frustration toward the traditional approach to listening comprehension practice where input is presented only twice even once. This feeling was especially strong in a testing situation where the students must decipher the question to be answered, then come up with, or select, the correct response.

b. Listening anxiety associated with process

1) Inappropriate strategies

The students will feel anxious when they are afraid that they have no good listening skill, when they try to understand one word of sentence they miss the rest part of the whole sentence, or when they try to understand every word but they don't know what is the key word.

2) Can't check answers

The students are anxious because they can't go back to previous materials if they don't understand the materials, it is not like in reading skill.

3) Lack of Processing Time

The students could feel anxious when they are asked to respond immediately to the listening text and the teacher did not allow them enough time to process the information in the text or the questions about the text.

c. Listening anxiety associated with instructional factors

1) Lack of listening practice

The students feel anxiety because of the test itself, they are afraid and nervous when participating in listening tests.

2) Uncomfortable environment

The students feel anxiety because they feel uncomfortable with the environment of the class, they might feel the class too dark, too hot or there are too many students in the class that make them uncomfortable.

d. Listening anxiety associated with attributes

1) Fear of failure

The students are afraid that they can't answer when the teacher ask the question, they nervous if the teacher choose one of them to answer the questions.

Those are the categories that generally used to determine students' anxiety in participating listening activity in listening classroom. In this research, the researcher investigates the students' sources anxiety based on the categories above. The researcher tries to find out what category that mostly felt by the students during participating listening activities.