CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

The theoretical framework of this study is based on the concepts, theories, and previous study about listening comprehension and self-efficacy that will be discussed below

1. The Nature of Listening Comprehension

Richard (1999) stated that comprehension is the ability to understand something. Comprehension in this research is how the students understand about something that they listen. Listening comprehension is the process that analyzes sounds, words, clauses, and sentences until getting the messages of the speakers. Listening comprehension is not only an activity of listening to the speakers, but it also tries to get messages from the speakers. According to Mee (1990), listening comprehension is listeners can understand and catch the ideas what they are listening to.

Listening comprehension is a conscious activity. It involves a deep understanding of meaning in the form of sounds, words and sentences and these have to be processed by the brain. According to Vandergrift in Laura (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting, intonation and stress, and finally,

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making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context.

2. The Nature of Listening

Listening was the most difficult skill for the students to learn English. It was due to they cannot control the speed of speech and they cannot decode the messages or meanings from what they listen. Underwood (1989) stated that listening is the activity of paying attention and trying to get the meaning. Listening also developed the students to be able to do speaking, reading and writing. So, listening is one of the most important and fundamental skill among other English language skills.

Listening and hearing are different, listening is following and understanding the sound. It is hearing with a purpose. Hearing is an accidental and automatic brain response to sound that required no effort. On the other hand, listening is purposeful and focused rather than accidental. Therefore, listening requires motivation and effort. According to Harmer (1998) listening was special too when people are listening something, they process the spoken language by two strategies which are recalling the old information saved in the brain so called top down process and also trying build the meaning from the sounds people hear so called bottom up process.

Listening is a complex process in which listeners interact with the speaker to construct meaning within context of their experiences and knowledge. Howatt and Dakin in Sacroba (1999) stated that listening is the ability to identify and understand what others are saying including

understanding speakers' accent or pronunciation, grammar and vocabulary, and grasping the meaning. Therefore, listening is not easy because the listener should focus on what they are listening.

Weir in Buck classifies the indicators of listening into six categories (2001) and the classifications of his listening comprehension test are related to the needs of the National Curriculum. There are ability to listen for the gist; listening to main idea, distinguish supporting details, listening for specific including recall or important details, determining the speakers's attitude or intention towards a listener or a topic and make differences and deductions.

a. **Types of Listening**

Brown (2004) stated that there are four types of listening performance. The types are as follows:

1) Intensive. Listening for perception of the components (phonems, word, intonation, discourse markers, etc.)

2) Responsive. Listening to a relatively short stretch of language (a greeting, question, command, comprehension, check, etc.)

3) Selective. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context or loger stretches of spoken language (such as classroom directions from a teacher, radio new

items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category directions, or certain facts and events.

4) Extensive. Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening a conversation and deriving a comprehensive message.

In this research, the researcher used selective listening because it was appropriate with the level of students. The researcher gave the test such a short monologue.

b. The Students' Listening Comprehension

In teaching and learning process, listening cannot be separated from comprehension because its purpose is to comprehend what the speaker said. Teaching listening is not only the students listen what the speaker talking about, but also how to guide the students comprehend the message of what they have listened. Most of the students' listening comprehension happens when they are given a task at school with basic understanding that listening is the matter about hearing and answering the questions given by the teacher.

According to Rost (2011), in terms of language processing, comprehension is the experience of understanding what the language heard refers to one's experience or in the outside world, and sensing how any incoming burst of language enhances or suppresses one's current

understanding. Therefore, listening comprehension refers to understanding. They have to learn first about the elements needed to comprehend the spoken discourse before the learners understand about what the speaker was saying.

Brown (1990) stated that many courses that supposed to 'teach' listening comprehension, in fact consist of exercises which expose the students to a chunk of the spoken material and ask comprehension questions to know about their understanding. He also stated that this does not seem too much example of 'teaching' listening, instead it was 'testing' listening comprehension. The students do not receive any help to understand the spoken discourse and it often lead to the student failure.

Based on those explanations, the teacher needs to teach the students about the aspects in listening. According to Underwood (1989) teacher need to provide planned and systematic opportunities for the students to learn how to:

1) Determine what is the conversation or an utterance is about.

2) Establish who is the speaker and to whom the speaker is talking about.

3) Recognize the mood and attitude of the speaker.

In conclusion, those aspects can be used to measure students' listening comprehension.

c. **The Factors of Influencing Listening Comprehension**

Students' listening comprehension varies based on the factors that influence their listening comprehension such as students' prior knowledge,

their ability in comprehending the listening materials and acquiring the vocabulary, the differences of their intelligent, the facilitates of learning activity and so forth. According to Brown (2001), there are eight factors in listening process:

1) Clustering: In spoken language, due to memory limitations clustering the words, the learners should make a speech into smaller group of word phrases within clauses are more easily to comprehend.

2) Redundancy: In spoken language such as conversation, the students always find redundancy of words, like repetitions, elaborations, and insertions of "I mean". This redundancy may help the hearers to process meaning by giving more time and extra information.

3) Reduce form: Spoken language also has many reduced forms beside it has a good deal of redundancy. It can be form morphological such a "I'll" from I will. This is very influencing and it is a significant difficulty especially for the learners.

4) Performance Variables: In spoken language except for planned discourse, hesitation, false stars, pauses and correction are common.

5) Colloquial Language: Sometimes learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monologue or dialogues.

6) Rate of Delivery: The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that

are used by speaker is more crucial and easy to comprehend the information.

7) Stress, rhythm, and intonation: the learners can comprehend the spoken language easily if there is any stress, rhythm, and intonation. The learners can understand whether it questions, statements or emphasis.

8) Interaction: Learning to listen is also learning to respond. The learners have to understand the good listeners in a conversation are good respondents. They know how to negotiate meaning; to give feedback, to ask for clarification and to maintain a topic.

3. The Nature of Self-efficacy

Self-efficacy is defined as people belief about their capabilities to produce designated level of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. According to Bandura (1997) self-efficacy as a particular type of expentancy related to person's beliefs in her or his abilities to accomplish a specific action or series of actions needed to produce a result.

Bandura (1997) stated that self-efficacy influences students' aspiration and their level of interest in academic work. Individual's perceptions about their self-efficacy in a particular domain will enhance their motivation and help them establish higher goals for themselves and try to achieve them.

Therefore, if the students have higher self-efficacy, they will be able to accomplish the task and achieve the higher score.

Mills et al (2006) pointed out the concept relates to individuals' belief in their capacity to achieve specific tasks, which is have a strong influence on levels of persistence and the choices individuals make regarding which activities to pursue . Research has consistently shown that it has a consistenly shown that it has a considerable impact on learning outcomes, with a stronger sense of self-efficacy found to lead to higher level of achievement, a greater willingness to face challenges to exert effort.

Delcourt and Kinzie (1993) pointed out perceived self-efficacy reflects an individual's confidence in his or her ability to perform the behavior required to produce specific outcomes.

a. The Dimension of Self-efficacy

Bandura (1997) stated that the individual's self-efficacy is varied in each dimension. The dimensions were follows:

1) Magnitude

Magnitude of self-efficacy refers to the number of steps in increasing difficulty that a person feels he or she capable is capable of performing. The individual's self-efficacy in doing a task is different in the difficulty level of the task. The individual who have high self-efficacy tends to choose the complicated task which fits to his or her ability.

2) Strength

The dimension focused on the level of the individual's strength or stability toward their belief. Self-efficacy shows that the individual action will bring the potential result which is expected by the individual. Strength of efficacy is related to resilience or persistence in the face of challenges, frustrations, pain, and other obstacles to performance.

3) Generality

Generality of self-efficacy refers to the extent to which success or failure experiences in similar situation or context. Generality can vary based on the degree of similarity of activities, ways in which the capabilities are expressed, the features of the situations, and the personal characteristics of the person who is judging his or her efficacy.

b. **The Source of Self-efficacy**

According to Bandura (1997) there were four major sources self-efficacy as follows:

1) Mastery Experience

People beliefs about their efficacy can be developed by four main sources of influence. The most effective way of developing a strong sense of efficacy is through mastery experience. Performing task successfully strengthens our sense of self-efficacy.

2) Social Modeling

The second way of creating and strengthen self-efficacy is through vicarious experiences provided by social models. Witnessing other people successfully completing a task is another important source of self-efficacy.

3) Verbal Persuasion

The third way of strengthening people's belief that they have what it takes to succeed. Consider a time when someone said something positive and encouraging that helped him or her achieve a goal. Getting verbal encouragement from other help people overcome self-doubt and instead focus on giving their best effort to the task at hand.

4) Psychological Responses

According to Bandura (1997) the people's responses and emotional reactions to situation also play an important role in self-efficacy. Mood, emotional, physical reactions, and stress level can all impact how a person fells about their personal abilities in a particular situation.

4. The Relationship between Self-efficacy and Listening Comprehension

According to Bandura (1986), people tend to become confidently involved in and perform activities that they judge themselves capable of managing, but tend to avoid those threatening situations and they believe

exceed their skill and ability. In learning settings, thus, a learner is more likely to exert effort to engage in an assigned learning task when he or she sees him or herself capable of accomplishing it. Even in face of difficulties, people who have stronger sense of self-efficacy tend to make a greater effort to it when he or she perceived him or herself lacking the ability required to accomplish the task. This, in turn leads to lower success resulting in even lower self-efficacy.

In addition, Schunk (1983) pointed out, a heightened sense of efficacy sustains task involvement and lower percepts of efficacy lead less persistence and lower achievement. When a learner's self-efficacy is in positive direction, there a greater likelihood of high levels effort and the amount of effort made has great influence on a learner's performance outcome.

Furthermore, as Graham (2011) pointed out listening is a difficult skill and a source of frustration among learners because the natural flow of spoken message and the speed of its delivery create listening anxiety that can create demotivation among learners' self-efficacy. In addition, low self-efficacy may be particularly acute in second language listening because it is a less physically 'observable' skill than, say, writing, and thus seems less controllable.

Low level of listening self-efficacy among EFL learners can be related to the way listening is taught as "in many language classrooms, listening takes the form of an activity to be 'delivered' rather than a skill to develop in its own right". It is believed that the shift from traditional approaches of

teaching listening-that mainly focus on comprehension strategy-based listening instruction will boost EFL learners' listening self-efficacy, lower their listening anxiety, increase their motivation and ultimately guarantee effective and successful listening comprehension.

Based on the description above, the researcher concluded that there was relationship between self-efficacy and listening comprehension. One of the factors that influence self-efficacy in listening was how listening taught in the classroom.

B. Relevant Research

Syafi'i (2014) stated that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. In this research, there were two researchers found by the researcher that they were relevant to the researchers' research.

Firstly, Rahimi and Abedini (2009) conducted the research entitled "The Interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency". Research method applied in this study was correlational research and analyzed by Pearson product moment with the setting at University of Kashan and at the Payamenur University of Naragh, and subject of this study was undergraduate EFL Learners. The researcher collected the data with some techniques: test and questionnaire. The result of correlation coefficient was is 0.78 and the significant is 0.03. It means that there was relationship between learners' self-efficacy concerning listening comprehension and listening proficiency.

Secondly, Gorban Doordinejad, F and Afshar, H (2014) conducted the research entitled "The Relationship between Self-efficacy and their English achievement among Iranian third grade high school students". Research method applied in this study was correlational research and analyzed by Pearson product moment with the setting at Iranian high school, and the subject of this study was the third grade students. The researcher collected the data with some techniques; test and questionnaire. The researcher showed that the correlation coefficient was 0,303 where the degree of freedom (df) 398 at significant level of 0,01. It means that relationship between two variables was positive and the categorized of the correlation was low.

The previous study above explained that there was positive correlation between learners' self-efficacy concerning listening comprehension and listening proficiency. The similarity was about variables self-efficacy and listening comprehension. The differences between this research and the previous research which was conducted by Gorban Doordinejad, F and Afshar, H was in variable Y (English achievement).

In this research, the researcher would investigate about listening comprehension. Other differences came between this research and the previous research which was conducted by Rahimi and Abedini, she used test for listening proficiency. In addition, she did the research for undergraduate students. On the other hand, the researcher would do the research for senior high school.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. Syafi'i (2014) stated that operational concept is theoretical concepts on all of the variables in a research paper that should be operated practically and operationally. In this research, there are two variables. They are self-efficacy is intended as independent variable and listening comprehension is intended as the dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

The indicators of variable X were students' self-efficacy proposed by Bandura (1997) as follows:

1. The students believe and try to overcome the difficulties.

2. The students believe that the bigness effort will attain the goal.

3. The students show their ability in social situations.

The Indicators of students' listening comprehension for Variable Y are as follows:

1. The students find the gist of the information

2. The students listen for specific details

3. The students recognize supporting details

4. The students identify the speakers' attitude

5. The students make differences

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher has assumption related to the relationship between students' self-efficacy and their listening comprehension as follows:

a. The higher students' self-efficacy, the better students' listening comprehension will be.

b. The lower students' self-efficacy, the worse students' listening comprehension will be.

2. Hypothesis

a. The Null Hypothesis (Ho)

There is no significant relationship between Students' Self-efficacy and Their Listening Comprehension at The First Year Students of State Senior High School 4 Pekanbaru.

b. The Alternative Hypothesis (Ha)

There is significant relationship between Students' Self-efficacy and Their Listening Comprehension at The First Year Students of State Senior High School 4 Pekanbaru.