

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consisted of theories based on the research problems and previous studies about this research. This chapter concluded of the theories of Listening Comprehension in Language Learning, Technoly in Language Learning, previous study, and Conseptual framework,.

#### **2.1. Listening Comprehension in Language Learning**

##### **2.1.1. Definition Listening Comprehension**

Listening comprehension is a complex process that includes the ability to understand and interpret the oral messages received. According to (Rost, 2016), listening comprehension is the main basis of communication, which involves the ability to recognize linguistic elements such as phonemes, intonation, vocabulary, and grammar, and relate them to the context of communication. This process involves not only passive processing of the sounds heard, but also active understanding involving cognitive skills such as pattern recognition, prediction, and evaluation of the meaning of utterances.

As one of the main skills in language learning, listening comprehension has an important role in building other language skills. Goh & Vandergrift, (2021) explain that listening comprehension requires the integration of various micro skills, such as recognizing sounds and vocabulary, as well as macro skills, such as understanding the main idea, making inferences, and evaluating the relationship between parts in discourse. This allows listeners to understand the message as a whole and interpret the implied or explicit meaning in spoken conversations or texts.

Apart from linguistic aspects, listening comprehension is also influenced by psychological and environmental factors. According to Rosyada et al., (2024), Cultural differences are very influential in listening skills, considering that listeners will have more difficulty understanding what they hear when they have no knowledge of the topic being discussed. Not only that, accent, pronunciation, speed of speech, insufficient vocabulary, lack of concentration, anxiety, and bad quality of recording, the length of the spoken text, a variety of accents of speakers, lack of concentration can affect an individual's ability in listening comprehension (Edrah, 2023). Therefore, listening comprehension involves not only linguistic abilities but also attention to social and psychological aspects that affect the comprehension process.

### **2.1.2. The Importance of Listening Comprehension**

Listening is an important basis for language learning because humans tend to hear more than reading, speaking, or writing. This puts listening at the center of the language learning process (Gönülal, 2020). Not only that, listening is pivotal role in communication that developed ability to formulate thoughts and ideas in a foreign language and includes four interdependent skills (Havrylenko, 2023). Rost (2016) asserts that listening is an active process that involves mental processing to capture the message, understand the context, and make connections between the information received and prior knowledge. He calls it “the cornerstone of second language acquisition,” as listening is the primary means for learners to acquire meaningful linguistic input.

In addition, Goh & Vandergrift (2021) explain that listening skills contribute greatly to the development of other language skills, especially speaking and

reading. Through the listening process, learners can improve their metacognitive awareness, which is the ability to understand how they learn and adjust their strategies accordingly. Thus, listening is not just a passive skill but a complex and integral process in language learning. Support from this theory and research suggests that listening not only helps students in language acquisition but also accelerates the achievement of broader communication skills.

### **2.1.3. Listening Process and Strategies**

#### **2.1.3.1. Listening Process**

Rost (2016) in his book *Teaching and Researching Listening* explains about Neurological Processing in listening skills as follows;

##### 1) Reception

The listening process begins with the physical reception of sound waves. Sound traveling through the air is received by the ear as mechanical vibrations. The eardrum picks up these vibrations, which are then transmitted through the small bones in the middle ear (ossicles) to the cochlea in the inner ear. In the cochlea, the vibrations are converted into electrical impulses through the movement of fluid and sensory hairs inside. This stage ensures that the basic sound signals are passed on to the brain for further processing.

##### 2) Transmission

Electrical impulses from the cochlea are relayed to the brain via the auditory nerve. These signals reach the brainstem, which acts as an initial sorting center to determine the intensity and frequency of sounds. This process ensures that relevant acoustic information is converted into neural signals ready for deeper processing in the brain, specifically in the auditory cortex.

### 3) Coordination

When the signal reaches the auditory cortex in the temporal lobe, the brain begins to recognize the basic patterns of sound, such as pitch, duration, and intensity. The auditory cortex is responsible for putting these acoustic elements together into patterns that can be interpreted as speech or other meaningful sounds. This stage is important for preparing the ground for further linguistic understanding.

### 4) Attention

At this stage, listeners focus their attention on a particular sound source. Attention systems in the brain, including the Reticular Activation System (RAS) and the thalamus, direct brain energy to process sounds that are deemed relevant. This process helps filter out background sounds and ensures the main source of information gets full attention for deeper processing.

### 5) Agency

Agency involves the active involvement of the listener in the listening process. The listener consciously decides to understand and assess the importance of the sound received. This process involves full awareness and the use of cognitive energy to seek the relevance of information to a specific goal. The prefrontal cortex plays a major role in establishing intention and awareness in listening.

### 6) Comprehension

Comprehension is the stage where the brain begins to analyze sounds linguistically. Phonological elements, such as phonemes and intonation, and syntactic elements, such as sentence structure, are processed by brain areas such

as Broca and Wernicke. This process allows the listener to understand the literal meaning of the utterance heard.

#### 7) Connectivity

At this stage, the new information received is connected to previous knowledge or experience through memory. Short- and long-term memory, including semantic and episodic memory, help form richer meanings from the utterances heard. This process ensures that information is not only understood but also relevant and meaningful.

#### 8) Interpretation

This final stage involves interpreting the deeper meaning of the sound or utterance. Listeners use inference to fill in gaps in the information provided, make connections, and draw conclusions based on social, cultural, or situational context. This stage includes the use of logic and analysis to understand the speaker's intentions and the broader message.

### **2.1.3.2. Listening Strategy**

Effective listening strategies involve a combination of neurological, semantic, and pragmatic approaches, designed to improve students' listening comprehension skills. Rost (2016), in his book, explains about “engaged listening” which emphasizes mindfulness, metacognitive reflection, and personal connections, which can be done through the use of culturally and socially relevant authentic audio materials. In addition, Wang (2024) show that listening strategies such as activating background schemas through pre-listening discussions help students predict and understand content better. (Goh & Vandergrift, 2021) highlights the importance of metacognitive strategies, such as noting key points during listening

and evaluating comprehension afterwards. By combining these strategies, listening learning becomes more focused and in-depth. (Tambah 1 paragraf)

#### **2.1.4. Social Strategies in Listening Comprehension**

In addition to metacognitive strategies, social strategies also play a critical role in enhancing students' listening comprehension. These include activities like group discussions, peer explanations, and collaborative use of learning platforms. Goh and Vandergrift (2021) emphasize that social interaction provides opportunities for clarification, shared meaning-making, and exposure to varied interpretations of the same audio input.

Findings from Villamizar & Mejía (2019) demonstrate that when students work in groups, they not only support one another but also improve their engagement and listening confidence. Such strategies are especially useful in dealing with authentic materials from the British Council, where unfamiliar accents or fast speech rates might be challenging to process individually.

## **2.2. English Language Learning**

The constructivist theory emphasizes that learners build knowledge through interaction with their environment and social context. One of the central concepts in this theory is Vygotsky's Zone of Proximal Development (ZPD), which describes the gap between what learners can do independently and what they can achieve with the help of more knowledgeable others, such as teachers or peers (Vygotsky, 1978). Within this zone, scaffolding refers to the structured support provided by educators to help learners progress until they can perform tasks autonomously. In the context of listening comprehension, scaffolding involves

explicit pre-listening strategies, clarification of task goals, vocabulary preparation, and collaborative exercises.

These strategies are particularly effective for secondary-level students who are not yet familiar with authentic listening materials or native speaker accents (Walqui, 2006; Hammond, 2001). Research by Suwartono (2023) in the Indonesian context also supports the need for differentiated scaffolding approaches based on students' digital readiness. Hence, Vygotsky's constructivism offers a strong theoretical base for understanding how structured support facilitates meaningful listening experiences in digital learning environments.

### **2.3. Technology in Language Learning (interactive and technology-based task-based learning model)**

Technology has revolutionized the way English is taught, especially through learning platforms such as websites and apps that make it easier for students to learn vocabulary, grammar and pronunciation. This is because mobile-based learning applications improve students' academic achievement by supporting independent and adaptive learning. (Aygül & Çakır, 2024). (Martínez García, 2024), also highlighted the importance of neuroeducational technology to improve language comprehension, especially for EFL (English as a Foreign Language) learners.

The integration of technology in English language teaching through web-based learning has opened up great opportunities for collaborative and interactive learning. Rost (2016) explain that the use of technology, diverse authentic input, and interactive methods such as listening circles to increase intrinsic student engagement. These strategies can be implemented through positive learning

environments, the use of authentic audio materials, and the integration of interactive elements such as discussion and personal reflection. (Kanellopoulou & Giannakouloupoulos, 2021) support this approach by showing that technology-based media, such as local accent-based recordings, are effective in broadening students' exposure to a wide variety of accents. In addition, Goh & Vandergrift, (2021) emphasizes the importance of metacognitive reflection after listening to improve comprehension. In this context, web-based learning can be a flexible self-learning resource, an adaptive interactive medium, and a global hub that enhances student engagement (El-Sabagh, 2021). The potential of web-based learning lies in its ability to provide an engaging learning experience, tailored to students' ability levels, and offering features such as progress reports and interactive exercises, which boost their confidence and motivation (Mahande et al., 2022).

Not only that, Aslanyan-rad (2024) highlighted that this method allows students to design customized WebQuest tasks, encouraging engagement and active learning. In the same context, Ghorbanian et al. (2024) found that web-based dynamic assessment significantly improved students' pragmatic abilities, particularly in English language learning. In addition, Zhang (2020) stated that web-based learning platforms provide greater flexibility and accessibility for students to learn independently, even beyond the boundaries of the traditional classroom. However, the adoption of this technology is not free from challenges. One of them is the significant digital divide, where access to devices and internet networks is still a major barrier for many students, especially in rural areas. Another challenge identified by Komariah & Atthaya (2024) is the low

technology literacy among teachers, who need intensive training to utilize technology optimally.

Furthermore, the diversity of backgrounds and readiness levels of students in secondary schools requires a more adaptive pedagogical approach. As suggested by Suwartono (2023), the diversity of student readiness in secondary schools requires the adaptation of flexible learning strategies. In the context of using digital media such as the British Council website, teachers are required to recognize differences in students' digital abilities and provide appropriate guidance. This approach enables all students, both fast learners and those who are still experiencing difficulties, to access materials and actively participate in the learning process.

While digital platforms offer diverse and interactive listening materials, their effective use is often constrained by infrastructure and access limitations. Issues such as unstable internet connections, limited data quotas, and insufficient digital devices are common obstacles (S. Wang et al., 2022). These external factors often hinder students from engaging with media independently outside the classroom.

According to (Norawati, 2021), successful implementation of metacognitive listening strategies requires not only instructional design but also the availability of technological infrastructure. Without proper access, even well-designed strategies may fail to support student autonomy. Thus, any digital listening comprehension approach must consider the technological readiness of both students and institutions.

### **2.3.1. Implementation of British Council Website**

The British Council website is one of the media that can be used in teaching English because it provides diverse and interactive learning materials. The British Council Website is an educational platform that provides a wide range of English learning resources designed to support the comprehensive development of language skills (Rachmiati et al., 2021). The British Council website has a clear learning target, which is for students and adults, which is then further divided into teens, kids, and football. In this study, the school used British Teens where the learning materials have been organized according to levels, namely A1, A2, B1, B2, and C1. Each level has various topics that can be used so that it can be adapted to the curriculum used. In the context of listening comprehension, based on the interview, British Council offers various tools and strategies that can be effectively applied to enhance students' ability to understand spoken English. One of the key features of the British Council's approach to listening skill development is the emphasis on the use of authentic materials. The British Council encourages the use of podcasts, audio recordings, and videos featuring native English speakers to expose students to real-world language usage. After the listening activity, the British Council provides a Task according to the listening material.

However, there are challenges in the adoption of this technology, especially terms of accessibility in remote areas. Many teachers in these areas do not have adequate technological infrastructure to utilize all the features of these websites (Francom et al., 2021). In addition, Umar et al. (2024) emphasized the importance of additional training to ensure teachers can use all the available tools effectively.

Therefore, although the British Council website has proven its effectiveness, its success is highly dependent on proper infrastructure support and training.

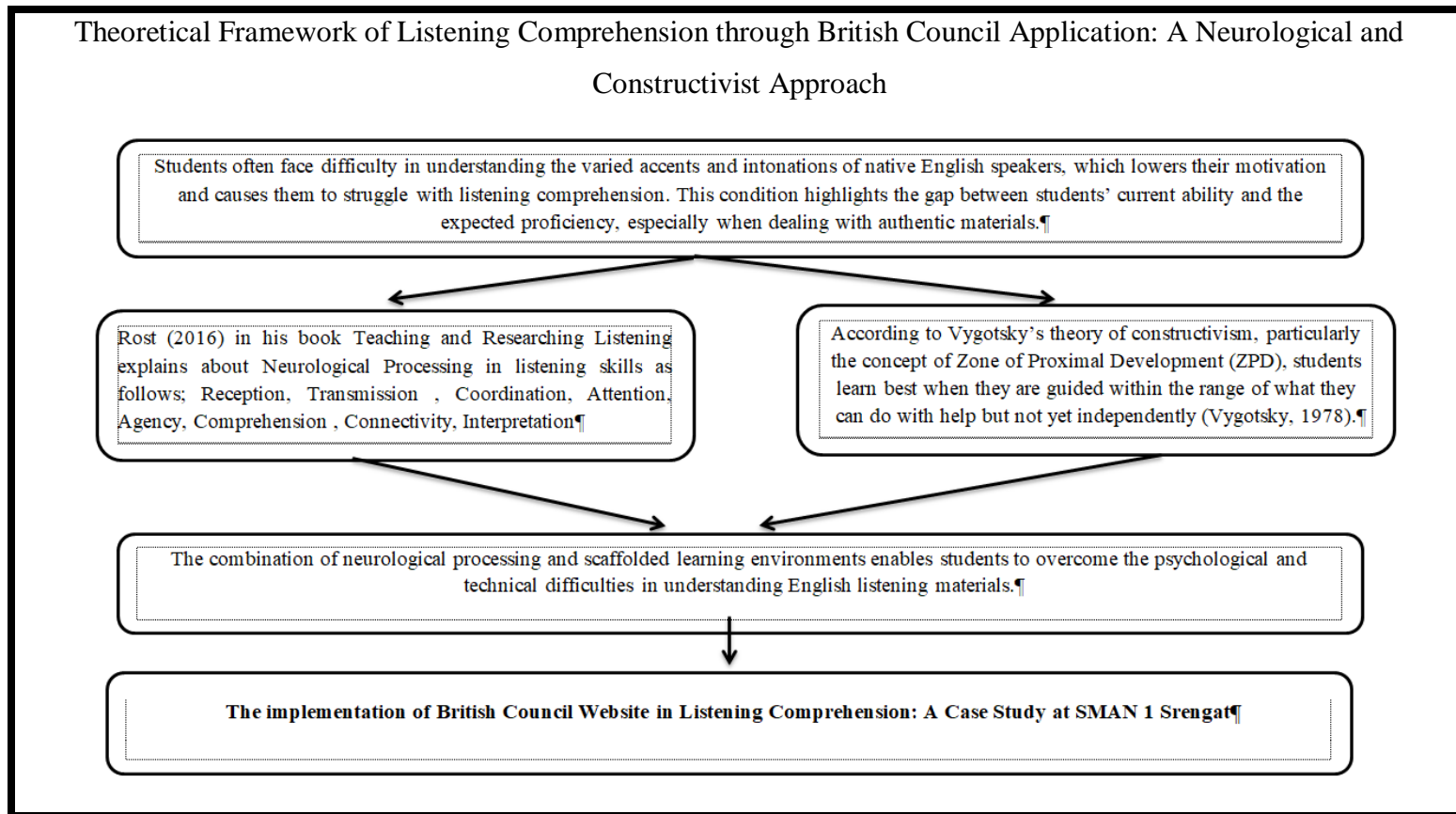
## 2.4. Previous Studies

The previous studies are shown in the table below;

**Table 2.1 Previous Studies**

No.	Author, Year	Research Title	Main Topic	Key Findings	Relevance to Your Research
1	(Harahap, 2020)	Podcast Impacts on Students' Listening Skill: A Case Study Based on Students' Perceptions	The impact of podcasts on students' English listening skills	Students are motivated by podcasts.	This research is relevant in the context of using technology for learning English listening skills. .
2	(Syafutra et al., 2023)	The Effect of British Council for Teens Website on Students' Vocabulary	Effects of the British Council for Teens website on English vocabulary acquisition	The website significantly improves students' vocabulary and attracts students' attention.	This research is relevant because it discusses similar applications with a focus on language skills
3	(Khashan & AbuSeileek, 2023)	The Effect of Using British Council BBC Learning English Application on Students' Listening and Speaking Skills	The impact of BBC Learning English app on students' listening and speaking skills	The app has a positive influence on listening and speaking skills as well as student attitudes	This research is relevant for comparison in looking at the use of BBC Learning English in learning Listening
4	Fitria et al., 2021	British Council Podcast Apps to Improve Students' Listening Comprehension	British Council Podcast in Listening	The use of British Council Podcast Apps significantly improved senior high school students' listening comprehension and learning motivation.	Shows the effectiveness of British Council-based digital content in the local context (SMA level).

## 2.5. Theoretical framework



**Figure 2.1** Theoretical Framework