

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, scope and limitation, and significance of the study.

A. Background of The Study

Listening is an essential component of language acquisition. Students who learn a foreign language or second language often rely on reflective listening to enhance their comprehension and communication skills. According to McGough (2010) defines reflective listening as what people do when they feel interested in what the speaker is saying. Interested listeners normally listen attentively and give feedback.¹ Applying reflective listening, listeners sometimes simply listen carefully and give signs that they have heard the speaker's talk. They send non-verbal responses such as "uhuh" or "mmm". However, McGough (2010) states that reflective listening is a more active process.² The important part in reflective listening is for the listener to listen and reflect. A person needs to pay more attention to what the speaker is saying in order to be able to use his/her own words and expressions to convey the meaning and reflect on the message.

Reflective listening is a vital communication skill that involves actively understanding and engaging with the speaker's message. McGough

¹ Greta McGough, "Listening to the Other – A New Approach to Counselling and Listening SkillsListening to the Other – A New Approach to Counselling and Listening Skills," *Nursing Standard* 24, no. 28 (March 17, 2010): 31–31, <https://doi.org/10.7748/ns2010.03.24.28.31.b1032>.

² McGough.

(2010) argues that reflective listening includes three different mental processes.³ It includes hearing, thinking and reflecting. A person uses his/her hearing sense to listen. At the same time, think of what is being said. Finally, the listener gives reflective responses. Also, Cormier et al. (2016) state that listening goes through three steps. First, the person receives a message.⁴ Then, think about it or deals with it, Finally, the listener sends a message to the speaker. They also add that in reflective listening, listeners need to listen to themselves and their inner voice to have a deeper understanding of their attitudes and perspectives. Lawrence (2003) mention that listeners use reflective listening to check their understanding of the speakers' meaning.⁵ They do not assume that they have complete knowledge of what is being said. They only try to guess the meaning. Therefore, the learners have the chance to talk and express their understanding without feeling afraid of making mistakes which hinders their oral fluency most of the time.

To be able to acquire language very well the students should have the ability to become reflective listeners. Reflective listening goes beyond just hearing words; it involves understanding, interpreting, and engaging actively with the spoken content. This skill not only deepens comprehension but also enhances speaking abilities and builds confidence in learners.

³ McGough.

⁴ L. Sherilyn Cormier and Paula Nurius, *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions*, 5th ed (Pacific Grove, CA: Thomson/Brooks/Cole, 2003).

⁵ Judy Lawrence, "COMMUNICATION AND EDUCATION SKILLS FOR DIETETICS PROFESSIONALS," *Journal of Human Nutrition and Dietetics* 16, no. 6 (December 2003): 469–70, <https://doi.org/10.1046/j.1365-277X.2003.00482.x>.

Reflective listening sharpens a learner's ability to grasp the nuances of a new language. When learning English, it is important to comprehend not just the literal meaning of words, but also their contextual significance, tone, and cultural connotations. Reflective listeners engage in active thinking and analysis while listening, asking questions in their minds and summarizing to ensure accurate understanding. This practice helps internalize the language in a more profound way, reinforcing vocabulary, grammar structures, and idiomatic expressions. As noted by Renandya & Farrell (2011) "Active listening helps learners process spoken language more deeply and meaningfully, resulting in better retention and a greater capacity for recall when needed" (p. 66).⁶ This deep processing is critical because it encourages learners to be present and involved in the listening process, which directly enhances their overall language comprehension. Through reflective listening, English learners can better navigate complex conversations, identify key ideas, and make connections with prior knowledge, which is instrumental in mastering new material.

Reflective listening enhances speaking skills. Speaking and listening are intertwined in language learning, and improving listening skills through reflective practices leads to better speaking abilities. Reflective listeners pick up on native pronunciation, intonation, and rhythm, which helps them imitate and practice these features in their own speech. They also become more adept at responding appropriately in conversations because they

⁶ W. A. Renandya and T. S. C. Farrell, "'Teacher, the Tape Is Too Fast!' Extensive Listening in ELT," *ELT Journal* 65, no. 1 (January 1, 2011): 52–59, <https://doi.org/10.1093/elt/ccq015>.

understand the flow of natural discourse. For instance, by focusing on how speakers form questions, provide feedback, or express opinions, learners can mirror these communication strategies in their own speaking practice. Vandergrift (2007) , “Listening has a reciprocal relationship with speaking. When learners actively engage in listening, they are exposed to rich language input that they can use to improve their own speaking proficiency” (p. 193).⁷ This dynamic exchange strengthens both receptive and productive skills, making reflective listeners better equipped to communicate effectively in English.

Reflective listening builds confidence. A significant barrier for many English learners is the lack of confidence in their language abilities. Reflective listening can help build this confidence by reducing the anxiety often associated with speaking in a foreign language. When learners are able to fully understand conversations or spoken material, they feel more prepared to participate and contribute to discussions. This readiness comes from their improved ability to predict the flow of conversation and respond appropriately, which lessens the fear of making mistakes. Additionally, reflective listening allows learners to experience small successes over time. Each moment of comprehension and participation boosts their self-esteem and reinforces the belief that they can effectively learn and use English. Rost (2011) emphasized that “listening development plays a key role in overall language proficiency and is a major source of confidence in learning” (p.

⁷ Larry Vandergrift, “Recent Developments in Second and Foreign Language Listening Comprehension Research,” *Language Teaching* 40, no. 3 (July 2007): 191–210, <https://doi.org/10.1017/S0261444807004338>.

79).⁸ By continuously engaging in reflective listening, learners gradually overcome their inhibitions and become more assertive in using English in real-world settings.

Some studies have shown that reflective listening is beneficial for learning English. Research from Al Ghalil (2019) revealed that reflective listening can develop adult oral fluency.⁹ By using reflective listening in adults to improve English oral fluency. Eva Endang Triyono's research explores how implementing reflective listening techniques can improve the ability of first-grade students to understand spoken language.¹⁰ Both studies used quantitative research methods to examine the use of reflective listening techniques in adults and secondary students. Research from Demet Yayli focused on the reflective practices of preservice teachers in the context of teaching listening skills in English language education programs.¹¹ Rodrigo Fuente alba Jara and Tom Russell research discusses an effort to encourage reflective practice during a teaching practice program in a faculty of education. The last two researches focus on reflective practice in teacher education.

Previous research shows that reflective approaches such as reflective listening and reflective journal writing are proven to improve listening skills, speaking fluency, and professional competence, both in language

⁸ Michael Rost, *Teaching and Researching Listening*, 2. ed, Applied Linguistics in Action (Harlow, England: Pearson Longman, 2011).

⁹ "Skripsi AIN Shams Univ 2019 CI A," n.d.

¹⁰ Efa Endang Triyono, "ON FIRST GRADE STUDENT'S LISTENING SKILL," n.d.

¹¹ Demet Yayli, "Reflective Practices of Preservice Teachers in a Listening Skill Course in an ELT Department," *Procedia - Social and Behavioral Sciences* 1, no. 1 (2009): 1820–24, <https://doi.org/10.1016/j.sbspro.2009.01.322>.

education and other subjects. However, most of these studies only emphasise the effectiveness of the methods, without discussing in depth the factors that contribute to students becoming reflective listeners. Therefore, this study fills the gap by highlighting the intrinsic and extrinsic factors that contribute to students' ability to become reflective listeners. The novelty of this study lies in its qualitative approach and its focus on the personal process of students in developing this ability. So, this study aims to identify the factors that contribute to students becoming good reflective listeners. This study is entitled “The Factors Contribute to Students Becoming Good Reflective Listeners”

B. Formulations of Research Problems

This research was motivated by several main questions:

1. What do intrinsic factors contribute to students becoming good reflective listeners?
2. What do extrinsic factors contribute to students becoming good reflective listeners?
3. How do the intrinsic and extrinsic factors contribute to students becoming good reflective listeners?

C. Objectives of The Research

This study aims to understand and identify the factors that contribute to students to be reflective listeners in the context of English language learning. Specifically, this research has the following objectives:

1. To find out the extrinsic factors contribute to students becoming good reflective listeners.
2. To find out the intrinsic factors contribute to students becoming good reflective listeners.
3. To find out how these factors contribute to students to become good reflective listeners.

D. Significance of The Research

This research has important significance in various aspects, teaching practice, student development in the context of English language learning, and future researchers. The significance of this research includes:

1. For students

Students are expected to foster intrinsic motivation within themselves, such as curiosity, interest in the topic, and willingness to actively engage in the listening process. It is also important for students to develop metacognitive strategies such as planning, monitoring and evaluating their listening process. The ability to self-regulate such as managing distractions, taking notes, and asking for clarification needs to be practiced in order to be an effective reflective listener. In addition, students are advised to utilize peer interaction and feedback as opportunities to learn and reflect on their listening skills.

2. For Teachers

Teachers are expected to create a supportive and non-judgmental learning environment so that students feel comfortable in delivering responses and actively listening. Providing constructive feedback, using interactive learning methods such as discussions or setting up small learning groups can increase students' active participation in the learning process.

3. For Future Researchers

Future researchers are advised to explore more deeply the specific techniques in applying reflective listening in English language learning, such as summarization techniques, paraphrasing, clarification, or the use of reflective questions. This research can focus on how these techniques are taught, applied, and affect students' understanding and responses in oral interactions. By examining the effectiveness of each technique in more detail, future research can provide more concrete practical contributions to the development of reflective listening teaching methods.

E. Scope and Delimitation of The Research

This research focuses on exploring the factors that contribute to students becoming reflective listeners in the context of English language learning. The scope of this research includes investigating intrinsic factors (such as motivation, metacognitive awareness, and self-regulation) and

extrinsic factors (such as teacher teaching quality, peer interactions, and supportive learning environment) that contribute to students' development as reflective listeners. The research was conducted with some selected students from a particular educational institution, who provide a detailed examination of their experiences and perceptions related to reflective listening.

1. Scope

The research was conducted in the context of an English language learning programme, targeting intermediate to advanced level students. The participants were drawn from a specific school or university, to ensure that the findings are relevant to a specific educational environment. Data was collected through qualitative methods using interviews, which allow for an in-depth exploration of the factors that contribute to reflective listening skills.

2. Delimitations

Despite its comprehensive approach, this study has some limitations. Firstly, the study is limited to a particular educational institution, which may affect the generalisability of the findings to other contexts. As Creswell (2013) notes, 'qualitative research is often limited by the specific nature of its context, making it difficult to apply its findings broadly' (p. 36).¹² Secondly, this study relies on self-reported data, which may be affected by participant bias or inaccurate recall. In addition, the study focused on a specific subset

¹² John W. Creswell and John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007).

of students, which may not fully represent the diversity of student experiences. Time constraints and limited resources may also limit the depth of data collection and analysis.

F. Definition of Key Terms

1. Reflective Listening

Reflective listening in the context of English language learning is defined as the learner's ability to attentively process and comprehend both the explicit content and the underlying meaning conveyed by the speaker, and subsequently restate or paraphrase the message to demonstrate understanding. This practice not only facilitates deeper comprehension but also promotes the development of critical thinking, active engagement, and communicative competence, thereby enhancing the learner's overall proficiency in both listening and speaking skills.

2. Intrinsic Factors

Intrinsic factors that contribute to students becoming good reflective listeners include intrinsic motivation, metacognitive awareness, and self-regulation. Intrinsic motivation encourages students to engage in reflective listening out of personal interest and a willingness to improve. Metacognitive awareness allows them to monitor and evaluate their listening process, helping them recognise when comprehension breaks down and how to adjust their strategies.

Self-regulation allows students to regulate their focus and emotions during the listening activity.

3. Extrinsic Factors

Extrinsic factors that contribute to students' ability to be reflective listeners include the quality of teacher teaching, interaction with peers, and a supportive learning environment. The quality of teacher teaching, especially through constructive feedback, helps students understand their strengths and weaknesses in listening and reflecting. Interaction with peers encourages the exchange of ideas and feedback, which enriches the reflection process. In addition, a positive and open learning environment makes students feel safe to express themselves.