

**FACTORS AFFECTING STUDENTS' PERCEPTIONS OF  
LEARNING LISTENING SKILLS IN ESL CLASSROOMS**

*A study by*

**MOHAMMAD YAHYA BIN SAPIEE**

**2001447470**

**B. ED (HONS) TESL  
FACULTY OF EDUCATION  
UNIVERSITI TEKNOLOGI MARA  
KAMPUS SAMARAHAN**

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## **ABSTRACT**

This project looked at the factors affecting students' perceptions of learning listening skills in ESL classrooms. The project also covered demographic variables such as race, gender, age and previous score in UPSR and PMR exam.

A sample of 127 mixed level proficiency respondents were selected randomly from form two and form four classes comprising the morning and afternoon sessions. In obtaining the data for the research, the researcher used quantitative descriptive method using a questionnaire. Also, the Statistical Package for Social Science (SPSS) version 11.5 was used to initiate various type of analysis such as descriptive analysis, frequencies, percentages and graphs, including Chi –Square Pearson Correlation test to identify the relationships that might occur between each item.

Based on the findings, most of the respondents reacted positively to each statement in the four factors. The factors affecting students' perceptions of learning listening skills in ESL classrooms had been identified. The researcher put forward several recommendations towards improving the effectiveness in the teaching and learning of listening skills in classrooms.

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## Chapter 1

### 1.0 Introduction

This chapter will make a brief overview of listening skills and their relevance to education. Ernest Hemingway once said that “.....*When people talk, listen completely. Most people never listen.*” As teachers, we should recognize that it is very difficult to communicate effectively without also listening well--and to do that, we must work to improve ours and the students' listening skills. Once we have learned to listen well, we are in a position to teach students to develop these same important skills.

Besides, listening is not a school subject like reading and writing. Many of us seem to feel it comes naturally and as long as we can listen to directions or instructions, so it is done already. Smith (2006) stated that listening is a very large part of school learning and is one of our primary means of interacting with other people on a personal basis. He estimates that between 50 and 75 percent of students' classroom time is spent listening to the teacher, to other students, or to audio media.

People tend to get confused between listening and hearing. They assume that listening is the same as hearing but it is not the case. Hearing is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences.

## Chapter 2

### Literature review

#### 2.0 Introduction

The purpose of this study is to determine factors affecting student's performance in listening skills. Several studies suggest that listening is as important as other skills namely, speaking, reading and writing.

As a teacher, it is important to help our students develop the listening skills they need for further study, work or leisure so that they will be able to understand the utterances of native speakers of English. Besides, teachers should help students to help themselves so that they will be able to listen to English with confidence in their ability to understand.

Underwood (1989, p. 16) points out that "...in language teaching the phrase listening skills is often used to mean listening and understanding skills or listening comprehension skills. Therefore, listening is considered as trying to understand the oral messages people are conveying".

Based on what has been said by Underwood, it can be concluded that listening is crucial in order to understand what people are really saying. For example, the speaker is trying to convey the meaning "A", the listener should be able to get the meaning "A" also if the listeners understand it as "B" then the listening has failed.