

**THE CORRELATION BETWEEN THE FREQUENCY OF  
WATCHING ENGLISH PROGRAM ON TELEVISION AND  
LISTENING COMPREHENSION AT THE SECOND YEAR  
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL  
RENGAT INDRAGIRI HULU REGENCY**



**BY**

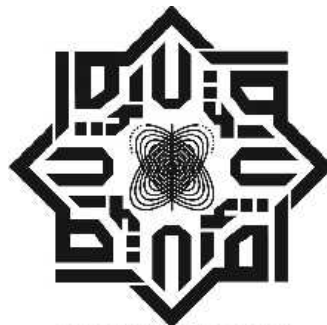
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PEKANBARU  
1434 H/2013 M**

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A Thesis

Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education  
(S.Pd.)



UIN SUSKA RIAU

By

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## ACKNOWLEDGMENT

*Bismillaahirrahmaanirrahiim...*

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Pekanbaru, June 2013

**AHMAD IJAZI**

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## ABSTRAK

### **Ahmad Ijazi (2013): “Hubungan antara Frekwensi Menonton Program Bahasa Inggris di Televisi dan Kemampuan Mendengarkan pada Tahun kedua di MAN Rengat Kabupaten Indragiri Hulu”**

Penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian seperti yang dijelaskan berikut ini: Sebagian besar siswa tidak bisa mendeteksi kata kunci seperti mengidentifikasi topic dan ide ketika guru mereka meminta untuk menonton program bahasa inggris di TV, Sebagian besar siswa memiliki banyak waktu menonton program bahasa inggris di rumah tetapi mereka tidak bisa mendeteksi kalimat yang terdiri dari; subjek, kata kerja, objek, kata depan, dan perasaan suka, beberapa siswa sudah mengerti ketika guru mereka menerangkan beberapa topic dalam bahasa inggris, tetapi mereka tidak bisa menentukan kelas kata grammar dalam kemampuan mendengarkan. Penelitian ini bertujuan untuk menemukan korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan pada tahun kedua di MAN Rengat Kabupaten Indragiri Hulu.

Desain penelitian ini adalah korelasi yang menunjukkan korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan pada tahun kedua di MAN Rengat Kabupaten Indragiri Hulu tahun ajaran 2011/2012. Populasi dari penelitian ini meliputi 308 orang siswa. Dikarenakan banyaknya populasi terlalu besar, penulis mengambil 20% populasi sebagai contoh. Dalam hal ini, penulis menggunakan teknik percontohan acak. Contoh yang diambil adalah 54 orang siswa. Subjek dari penelitian ini adalah siswa tahun kedua MAN Rengat Indragiri Hulu sedangkan objek dari penelitian ini adalah korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan. Dalam pengumpulan data, penulis menggunakan percobaan (*test*) dan kuisisioner. Test digunakan untuk mengukur kemampuan siswa dalam mendengarkan. Dan kuisisioner digunakan untuk mencari data menonton program bahasa Inggris.

Berdasarkan temuan penelitian, hasil frekuensi menonton program bahasa inggris di TV adalah “bagus”. Hasil dari kemampuan mendengarkan dikategorikan “cukup”. Sedangkan hasil korelasi, diketahui bahwa  $H_0$  ditolak dan  $H_a$  diterima. Oleh karena itu, penulis menyimpulkan bahwa terdapat hubungan yang erat antara frekuensi siswa dalam menonton program bahasa Inggris di televisi dengan kemampuan mendengarkan siswa.

## ABSTRACT

**Ahmad Ijazi (2013): “The Correlation between the Frequency of Watching English Program on Television and Listening Comprehension at the Second Year Students of Islamic Senior High School Rengat Indragiri Hulu Regency”**

The writer has seen some problems that should be discussed and overcome. It was firstly proven by the writer through his preliminary research before doing the research as explained as follows: Some of the students can not detect key words such as those identifying topics and ideas when their teacher asked to watch English program on TV, some of the students have much time in watching English program at home but they can not detect sentence constituents such as: subject, verb, object, prepositions, and the like, some of students have understood when their teacher explained some English topics, but they can not recognize grammatical word classes in listening comprehension. This research is aimed at finding the correlation between the frequency of watching English programs on television and listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency.

The design of this study belongs to correlation research which shows the correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu, Academic Year 2011/2012. The population of this research covered 308 students. Because the number of population was too large, the writer took 20% of the population as sample. In this case, the writer used random sampling technique to take 54 students. The subject of this research was the second year students of MAN Rengat Indragiri Hulu and the object in this research was correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu. In collecting data, the writer used test and questionnaire. The test was used to measure the data regarding watching English program on television and the questionnaire was used to measure the student's listening comprehension

Based on the research finding, the result of the frequency of watching English programs on television was “good”. The result of the listening comprehension was “enough”. The result of the correlation is  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the writer concluded that there is significant correlation between the students' frequency watching English programs on television and the students' listening comprehension.

ايجازي أحمد ( ) : "العلاقة بين ترد هدة البر يونية با نجليزية نية في المد نية عاليه نيجيري رعات يرا غيري هولو"

استنادا إلى الأعراض التي تم الكشف عنها، والكتاب ننظر في العديد من القضايا هدفت هذه الدراسة إلى إيجاد تردد من مشاهدة البرامج التلفزيونية باللغة الإنجليزية، والقدرة على الاستماع، والعلاقة بين تواتر من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات الاستماع في السنة الثانية في المدارس الدينية عاليه نيجيري رعات انديراغيري هولو. التي يجب معالجتها والسيطرة عليها. يمكن يتضح ذلك من خلال ما قبل التي أجريت من قبل المؤلف قبل القيام الأبحاث التي أظهرت بعض نقاط الضعف من الطلاب كما هو موضح أدناه: إن الغالبية العظمى من الطلاب لا يمكن الكشف عن كلمات رئيسية مثل تحديد الموضوعات والأفكار عندما تسأل معلمهم لمشاهدة برامج في اللغة الإنجليزية التلفزيون، وكان معظم الطلاب وقت كبير مشاهدة برامج اللغة الإنجليزية في المنزل لكنها لم تكن قادرة على الكشف عن الجمل التي تتكون من: الموضوع، والفعل، وجوه، حرف الجر، ومشاعر الحب، وبعض الطلاب بالفعل فهم عندما يشرح المعلم موضوعا في اللغة الإنجليزية، ولكنها لا يمكن تحديد الطبقات كلمة النحوية في مهارات الاستماع. تصميم من هذه الدراسة هو العلاقة التي تظهر وجود علاقة بين تردد من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات الاستماع في السنة الثانية في المدارس الدينية عاليه نيجيري رعات انديراغيري هولو / . وشملت عينة الدراسة طالب وطالبة. السكان لأن عدد كبير جدا، والكتاب يأخذ % من السكان على سبيل المثال. في هذه الحالة، والكتاب استخدام تقنية تجريبية عشوائية. عينات أخذت هو طالبا. موضوع هذه الدراسة هو طلاب السنة الثانية من المدارس الدينية عاليه نيجيري رعات انديراغيري هولو في حين أن الأشياء من هذه الدراسة هو العلاقة بين تواتر من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات الاستماع. في جمع البيانات، والكتاب استخدام تجريبية (اختبار) والاستبيانات. تم استخدام اختبار لقياس مهارات الطلاب في الاستماع. وتستخدم الاستبيانات لتحديد موقع البيانات مشاهدة برامج اللغة الإنجليزية.

واستنادا إلى نتائج البحوث، يمكن استخلاص النتائج أن نتائج مهارات الاستماع يتم تصنيفها على أنها نقاط "كافية" من الطلاب في كتابة إعادة فرز الأصوات أفضل من الكتابة السردية. يمكن الاستنتاج الطلاب على الكتابة إعادة فرز الأصوات تصنيفها على أنها "جميلة". ومن المعروف أن رفض هو وها قبلت أن يشير إلى أن هناك علاقة وثيقة بين وتيرة الطلاب في برنامج اللغة الإنجليزية لمشاهدة على شاشة التلفزيون مع

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## ACKNOWLEDMENT

*Bismillaahirrahmaanirrahiim...*

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Pekanbaru, Mei, 2013

Ahmad Ijazi

## ABSTRACT

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In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: Some of the students can not detect key words such as those identifying topics and ideas when their teacher asked to watch English program on TV, some of the students have much time in watching English program at home but they can not detect sentence constituents such as: subject, verb, object, prepositions, and the like, some of students have understood when their teacher explained some English topics, but they can not recognize grammatical word classes in listening comprehension.

The design of this study belongs to correlation research which shows the correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu, Academic Year 2011/2012. This research is aimed at finding the frequency of watching English programs on television, the listening comprehension and the correlation between the frequency of watching English programs on television and listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency.

The population of this research covered 308 students. Because the number of population was too large, the writer took 20% of the population as sample. In this case, the writer used random sampling technique to take 54 students. The subject of this research was the second year students of MAN Rengat Indragiri Hulu and the object in this research was correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu. In collecting data, the writer used test and questionnaire. The test was used to measure the data regarding watching English program on television and the questionnaire was used to measure the student's listening comprehension

Based on the research finding, the result can be concluded that the result of reading comprehension was “enough”. The result is  $H_0$  is rejected and  $H_a$  is accepted which indicates that there is significant correlation between the students' frequency watching English programs on television and the students' listening comprehension.

ايجازي أحمد ( ) : "العلاقة بين تردد من مشاهدة البرامج التلفزيونية باللغة الإنجليزية والاستماع القدرة في السنة الثانية في المدارس الدينية عاليه نيجيري رعات انديراغيري هولو"

تي تم الكشف عنها، والكتاب ننظر في العديد من القضايا التي يجب معالجتها والسيطرة عليها. يمكن يتضح ذلك من خلال ما قبل الأبحاث التي أجريت من قبل المؤلف قبل القيام الأبحاث التي أظهرت بعض نقاط الضعف من الطلاب كما هو موضح أدناه: إن الغالبية العظمى من الطلاب لا يمكن الكشف عن كلمات رئيسية مثل تحديد الموضوعات والأفكار عندما تسأل معلمهم لمشاهدة برامج في اللغة الإنجليزية التلفزيون، وكان معظم الطلاب وقت كبير مشاهدة برامج اللغة الإنجليزية في المنزل لكنها لم

ومشاعر الحب، وبعض الطلاب بالفعل فهم عندما يشرح المعلم موضوعا في اللغة الإنجليزية، ولكنها لا يمكن تحديد الطبقات كلمة النحوية في مهارات الاستماع.

تصميم من هذه الدراسة هو العلاقة التي تظهر وجود علاقة بين تردد من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات الاستماع في السنة الثانية في المدارس الدينية عاليه نيجيري رعات انديراغيري هولو العام الدراسي / . هدفت هذه الدراسة إلى إيجاد تردد من مشاهدة البرامج التلفزيونية باللغة الإنجليزية، والقدرة على الاستماع، والعلاقة بين تواتر من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات الاستماع في السنة الثانية في المدارس الدينية عاليه نيجيري رعات انديراغيري هولو.

وشملت عينة الدراسة طالب وطالبة السكان لأن عدد كبير جدا، والكتاب يأخذ % من السكان على سبيل المثال. في هذه الحالة، والكتاب استخدام تقنية تجريبية عشوائية. عينات أخذت هو طالبا. موضوع هذه الدراسة هو طلاب السنة الثانية من المدارس الدينية عاليه نيجيري رعات انديراغيري هولو في حين أن الأشياء من هذه الدراسة هو العلاقة بين تواتر من مشاهدة برامج التلفزيون في اللغة الإنجليزية ومهارات جمع البيانات، والكتاب استخدام تجربة (اختبار) والاستبيانات. تم استخدام اختبار لقياس مهارات الطلاب في الاستماع. وتستخدم الاستبيانات لتحديد موقع البيانات مشاهدة برامج اللغة الإنجليزية.

واستنادا إلى نتائج البحوث، يمكن استخلاص النتائج أن نتائج مهارات الاستماع يتم تصنيفها على أنها نقاط "كافية" من الطلاب في كتابة إعادة فرز الأصوات أفضل من الكتابة السردية. يمكن الاستنتاج نظرا لقدرة الطلاب على الكتابة إعادة فرز الأصوات تصنيفها على أنها "جميلة". ومن المعروف أن رفض هو وها قبلت أن يشير إلى أن هناك علاقة وثيقة بين وتيرة الطلاب في برنامج اللغة الإنجليزية لمشاهدة على شاشة التلفزيون مع القدرة على

## ABSTRAK

**Ahmad Ijazi (2013): “Hubungan antara Frekwensi Menonton Program Bahasa Inggris di Televisi dan Kemampuan Mendengarkan pada Tahun kedua di MAN Rengat Kabupaten Indragiri Hulu”**

Berdasarkan gejala-gejala yang telah diungkapkan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: Sebagian besar siswa tidak bisa mendeteksi kata kunci seperti mengidentifikasi topic dan ide ketika guru mereka meminta untuk menonton program bahasa inggris di TV, Sebagian besar siswa memiliki banyak waktu menonton program bahasa inggris di rumah tetapi mereka tidak bisa mendeteksi kalimat yang terdiri dari; subjek, kata kerja, objek, kata depan, dan perasaan suka, beberapa siswa sudah mengerti ketika guru mereka menerangkan beberapa topic dalam bahasa inggris, tetapi mereka tidak bisa menentukan kelas kata grammar dalam kemampuan mendengarkan.

Desain penelitian ini adalah korelasi yang menunjukkan korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan pada tahun kedua di MAN Rengat Kabupaten Indragiri Hulu tahun ajaran 2011/2012. Penelitian ini bertujuan untuk menemukan frekuensi menonton program bahasa inggris di TV, kemampuan mendengarkan, dan korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan pada tahun kedua di MAN Rengat Kabupaten Indragiri Hulu.

Populasi dari penelitian ini meliputi 308 orang siswa. Dikarenakan banyaknya populasi terlalu besar, penulis mengambil 20% populasi sebagai contoh. Dalam hal ini, penulis menggunakan teknik percontohan acak. Contoh yang diambil adalah 54 orang siswa. Subjek dari penelitian ini adalah siswa tahun kedua MAN Rengat Indragiri Hulu sedangkan objek dari penelitian ini adalah korelasi antara frekuensi menonton program bahasa inggris di TV dan kemampuan mendengarkan. Dalam pengumpulan data, penulis menggunakan percobaan (*Test*) dan kuisisioner. Test digunakan untuk mengukur kemampuan siswa dalam mendengarkan. Dan kuisisioner digunakan untuk mencari data menonton program bahasa Inggris.

Berdasarkan temuan penelitian, hasilnya dapat disimpulkan bahwa hasil kemampuan mendengarkan dikategorikan “cukup”. Diketahui bahwa  $H_0$  ditolak dan  $H_a$  diterima yang mengindikasikan bahwa terdapat hubungan yang erat antara frekuensi siswa dalam menonton program bahasa Inggris di televisi dengan kemampuan mendengarkan siswa.

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# CHAPTER I

## INTRODUCTION

### A. The Background

Television is one of the mass media that can also be used as a medium in learning English because it is an interesting and enjoyable medium to learn anything. The audience can learn anything they have not known before watching television, because it always offers something actual and new to them through its programs. Television is an electronic system of transmitting still and moving images with accompany in sound over a wire or through space. The system employs equip that converts lights and sound into electrical impulses and reconverts them into visible light rays and audible sound<sup>1</sup>. From the quotation we know that the audience at home can know and learn anything new and actual in the world through television. It is like a magic box that gives something wonderful to its audience through its programs.

There are many English skills and knowledge that can be learned by the students by watching English TV programs, such as listening, speaking and also knowledge of vocabulary. Realizing this fact, learning and listening from people who have good quality in English is the right way for them to add their English knowledge. They can increase English skills and knowledge, such as speaking and vocabulary by listening them. Listening to the people who have a better speech style, such as lecturers, presenters, teachers and eminent public figures is a good

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<sup>1</sup> Anita Purnamaningsih, *Televisi dan Manfaatnya* ( Surabaya: Cahayadipta, 2000), p. 354.

way for them to build a large vocabulary. Relating to the matter, English TV programs are really good media for the students to increase their listening comprehension. They are not only listening but they also can watch and see the speaker. It will help them to more understand what they listen.<sup>2</sup>

MAN Rengat is one of the state schools existing in Riau that performs religious lessons and sciences. This school has some classrooms, laboratories, library, etc as a medium to encourage the process of teaching and learning. English is one of the compulsory subjects taught in MAN Rengat, because it will be tested in national final test. Listening skill is one of the crucial skills that should be mastered by all students. The aim of teaching listening for the second year students in Islamic Senior High School is understanding a meaning in a formal and sustained transactional and interpersonal conversation in daily life context (Curriculum of Senior High School / School Based Curriculum: 2008-2009). There is contrast to the students' ability in listening section. Most of them still have low ability for it. It happens to the most of the students at the second year of MAN Rengat. Certainly, it is contrary to the aim of teaching listening suggested by in Curriculum of Senior High School (School Based Curriculum).

In reference to ideas explained above, and based on the writer's preliminary research to problem above; the students have been studying English for six years at Elementary School and three years at Junior High School, in reality most of the students still have low proficiency in listening skill, especially in understanding it, listening is far from expectation. They still have low ability in

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<sup>2</sup> Hudoro Sumeto, *Kiat Menguasai Bahasa Asing* (Semarang: Puspa Swara, 2003), p. 35.



listening, moreover listen a conversation among people. In fact, they have learned it in Elementary School and Junior High School. Their teachers also teach them by using several technics which can improve their ability in listening conversation. Ideally the students are obviously able to listen a conversation and understand the meaning. The difficulties can come from the students themselves, domain where they live, the facilities of teaching and learning process, motivation to study, and tendency of those students.

From the writer's preliminary observation, there were some phenomena found as in the following:

1. Some of the students have English vocabularies, but they still can not recognize words they know
2. Some of the students have background knowledge that they need to understand what they hear, but they can not guess meaning from that context
3. Some of the students are able to catch the meaning, but quickly forget what is heard
4. Some of the students can not detect key words such as those identifying topics and ideas when their teacher asked to watch English program on TV
5. Some of the students have much time in watching English program at home but they can not detect sentence constituents such as: subject, verb, object, prepositions, and the like

6. Some of students have understood when their teacher explained some English topics, but they can not recognize grammatical word classes in listening comprehension

Based on the phenomena above, the writer finds out that it is very important to explore and understand the students' ability in listening conversation and understand the meaning. Therefore, the writer proposes to do a research toward the application of "The Correlation between the Frequency of Watching English Program on Television and Listening Comprehension at the Second Year Students of Islamic Senior High School Rengat Indragiri Hulu Regency".

## **B. The Definition of the Terms**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

### 1. Correlation

Correlation is a statistical technique which is usually used in order to investigate the combination of two variables<sup>3</sup>. In other words, correlation is a set of statistical procedures for testing the strength or the association between set scores<sup>4</sup>. Richards *et. al* discussed that correlation is a measure of the strength of the relationship between two sets of data.<sup>5</sup> In this research, the correlation is relationship between the frequency of watching English program on television and listening comprehension.

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<sup>3</sup>Susanto Hadi, *Statistik 2* (Yogyakarta: Andi Offset, 1996), p. 285.

<sup>4</sup>David Nunan, *Language Teaching Methodology a Text Book for Teachers* (New York: Prentice Hall International. 1991), p. 229.

<sup>5</sup>Richards, Jack C., et al. *Longman Dictionary of Applied Linguistics* (Kuala Lumpur: Longman Group UK Limited. 1992), p. 89.

## 2. Frequency

Frequency is the number of occurrences of a repeating event per unit time<sup>6</sup>. In this research, the frequency means the students' intensity in watching English television programs.

## 3. Watching

Watching is an activity to look at somebody or something with attention.<sup>7</sup> In this research, watching means students' activity in watching television to increase their listening comprehension.

## 4. Television

Television is the audio-visual instrument<sup>8</sup>. In this research, television is the audiovisual instrument functioned for English learning medium as well as relaxing and entertaining.

## 5. Program

Program is something people watch on TV or listen in the radio<sup>9</sup>. In this research, program defined as segment of content, which is intended to be broadcast on television. It is the product of a television production. It may be a one-time broadcast or part of a periodically recurring series.

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<sup>6</sup>Yunita Harahap, *Melihat Sisi Positif Kebiasaan Manusia* (Jakarta: Orbit Press, 1995), p. 144.

<sup>7</sup>Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1995), p. 1343.

<sup>8</sup>Michael Gamble W. and Teri Kwal Gamble, *Introducing Mass Communication* (New York: McGraw-Hill Inc, 1986), p. 193.

<sup>9</sup>*Opcit*, p. 173.

## 6. Listening Comprehension

Listening comprehension is the process understanding speech in a second or foreign language.<sup>10</sup> In this research, the study of listening comprehension is processing in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic.

### **C. The Problem**

This problem has never been researched by any researcher. This problem is got from observation, so that a research regarding this problem is very important to be done.

#### **1. The Identification of the Problem**

Based on the background and the phenomena of this research the problem is identified in the following identifications:

- a. Some of the students have English vocabularies but they still can not recognize words they know.
- b. Some of the students have background knowledge who needed to understand what they heard but they can not guess meaning from that context.
- c. Some of the students are able to catch the meaning quickly but they forget what is heard.

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<sup>10</sup>Richards, Jack C., et al. 1992. *Longman Dictionary of Applied Linguistics* (Kuala Lumpur: Longman Group UK Limited), p. 216.

- d. Some of the students are ready when their teacher asked to watch English program on TV but they can not detect key words such as those identifying topics and ideas
- e. Some of the students have much time to watch English program on TV at school and even at home but they can not detect sentence constituents such as: subject, verb, object, prepositions, and the like
- f. Some of students have understood when their teacher explained some English topics but they can not recognize grammatical word classes in listening comprehension

## **2. The Limitation of the Problem**

Since the problem is broad enough, it is better for the writer to restrict the problem in order to pay more attention to the specific problems such as: some of students have much time to watch English program on TV at school and even at home but they can not detect sentence constituents such as: subject, verb, object, prepositions, and the like and some of students have understood when their teacher explained some English topics but they can not recognize grammatical word classes in listening comprehension. The writer wants to find out whether there is any correlation between the frequency of watching English program on television and listening comprehension or not.

## **3. The Formulation of the Problem**

Based on the limitation of the problem stated above, thus the problem of this research will be formulated in the following research questions:

- a. How is the frequency of watching English programs on television at the second year students of MAN Rengat Indragiri Hulu Regency?
- b. How is the listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency?
- c. Is there any correlation between the frequency of watching English programs on television and listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency?

#### **D. The Objectives and Significances of the Research**

##### **1. The Objectives of the Research**

- a. To find out the frequency of watching English programs on television at the second year students of MAN Rengat Indragiri Hulu Regency
- b. To find out the listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency
- c. To find out the correlation between the frequency of watching English programs on television and listening comprehension at the second year students of MAN Rengat Indragiri Hulu Regency

##### **2. The Significances of the Research**

- b. To help the students to increase their ability in listening comprehension by watching English TV program
- c. To give contribution for English teacher to provide the learning instruction and activities that appropriate to the students' ability in writing recount and narrative text, so that the outcome of the education can be improved and developed.

- d. To enlarge researcher's knowledge
- e. To provide information and as a guidance for those who want to conduct further research

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Listening

Listening is an activity people always do in their life, through which they get most of their knowledge. Listening is purposeful process, in which listener participates and makes a positive contribution by bringing his power concentration to hear on what he hears. Listening also is a skill involving concentration effort in following what is spoken, to recognize the main point and make sure that they are understood appropriately.<sup>1</sup>

Furthermore, listening as mental activity is mainly a process of paying attention to sounds in order to comprehend their meaning.<sup>2</sup> In the listening there are three important stages; hearing, discriminating, and comprehending. If the students hear well, they will directly be able to discriminate the words presented, and consequently comprehend the messages.<sup>3</sup>

The first key to listen effectively is the concentration. Concentration is related closely to interest and attention.

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<sup>1</sup>Herlin and Albercht, *Teaching Listening* (New York: Webster Publishing, 1992), p.19.

<sup>2</sup>Harwood and Cartier, *Teaching Listening, in Speaking, in Reading, and in Writing* (New York: Webster Publishing, 1997), p.90.

<sup>3</sup>DJ. Tutolo, *Phonics in Listening, in Speaking, in Reading, and in Writing* (New York: Webster Publishing, 1962), p.90.



Concentration is the essence of effective listening. In this context, concentration means giving exclusive attention to the matter in hand and this is not easy for any length of time unless we chance to be deeply interested in what is being said. Even the attention is apt to be distracted by what goes on round us the chirp of sorrow, the sight of bee, any small things in fact of which we become consciously aware. Like reading, listening is receptive activity and it is easy to lose concentration and the ability to listen. Concentration is easiest where is deepest and if concentration to be sustained interest must be maintained. Where interest is present it will not usually be difficult to concentrate. But there are times when we need to apply our minds to things in which we have little interest. The spontaneous concentration that springs from interest is then lacking and attention becomes a deliberate effort of will. Distractions are less likely to trouble us if we watch the speaker. His gestures and facial expression add meaning to his words, the fact that he is aware of being watched helps him to feel that he has the interest and attention of his listeners. This may improve the quality of his communication and in turn helps his listeners to understand him more easily<sup>4</sup>.

There are three aspects distinguishing listening from hearing; interest, concentration and attention. They have close relationship to the listeners feeling. First, a listener will try to find that the speech she/he will hear interests her/him. If it does, the listener's concentration will increase and he/she will listen attentively. In contrast, when what listener will listen does not interest him/her, his/her concentration will be disrupted and distracted which will cause the listening activity to be useless.

## **2. The Nature of Listening Comprehension**

In listening comprehension, the listener has to understand the ideas of what they listen. In addition, listening comprehension is not only hearing

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<sup>4</sup>Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (Boston: Heinle and Heinle Publisher, 1991), p. 119.

something like doing nothing, but it is an active ability in which the listener has to try to catch the message from what is being said.

Listening comprehension is the psychomotor process of receiving sound waving through the ear and transmitting the impulses to brain. The following eight processes are all involved in comprehension:

- a. The hearer processes what we call “raw speech and hold an image” of it in short-term memory. This image consists of the constituents (phrases, clauses, cohesive markers, intonations and stress patterns) of speech.
- b. The hearer determines the type of speech event that is being processed. The listener must, for example, ascertain whether this is conversation, a speech, a radio broadcast, etc, and then appropriately “color” the interpretation perceived message.
- c. The hearer infers the objectives of the speakers through consideration of the type of speech event, the context and content. So, for example, one determines, to affirm, to deny, to inform, and so forth. Thus the function of the message is inferred. Thus the function of the message is inferred.
- d. The hearer recalls background information relevant to the particular context and subject matter.
- e. The hearer assigns a literal meaning to the utterance.
- f. The hearer determines whether information should be retained in short-term memory is a matter of few seconds-appropriate, for example, in context that simply calling for quick oral response from the hearer. Long-term memory is more common when, say, you are processing information in a lecture.

- g. The hearer deletes the form in which was originally received. The words and sentences themselves are quickly forgotten in 99 percent of speech acts. You have no need to retain this sort of cognitive “clutter.”<sup>5</sup>

Furthermore, comprehension of listening and utterance requires (1) perception of sounds, (2) recognition and identification of the segments (the chunks of speech which go together), (3) understanding of the communicative expressions and syntactic structures, and (4) interpretation of the message<sup>6</sup>.

Based on the explanation above, it is clear that listening comprehension is a process where the listener should know what sound, source, topic, meaning and so forth.

### **3. The Nature of Watching Television**

Television is an electronic motion picture with conjoined or attendant; both picture and sound reach the eye and the ear simultaneously from a remote broadcast point. The most significant is everyone entertained and informed by television.<sup>7</sup> It has become so ingrained in our existence that most of us could not imagine what life would be like without it. On the other hand, it is agreed that one of ethics in presenting programs, television should contribute to manage and control the balanced of children/students development. It is crucial point that television is indicated as a medium for learning.<sup>8</sup>

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<sup>5</sup> Douglas H. Brown, *Teaching by Principles* (New Jersey: Prantice – Hall Inc, 1994), p. 235.

<sup>6</sup> M. Finnochiarro, *English as a Second/ Foreign Language* (New York: Prentice – Hall In, 1992), p. 95.

<sup>7</sup> Oemar Hamalik, *Media Pendidikan* (Bandung: Citra Aditiya Bakti, 1999), p. 116.

<sup>8</sup> Michael Gamble W and Teri Kwal Gamble, *Introducing Mass Communication* (New York: McGraw-Hill Inc, 1986), p. 192.

Television offers possibilities for language learning, especially for the language considered as a foreign language. Television helps the audience or viewer to learn new words and understand the culture of the native language user. Through television the audience or viewer not only listens to the language, but also views the action when the language is uttered.

a. Television as an English Learning Medium

There are two kinds of resources dealing with language learning: printed and non-printed. Printed resources like dictionaries and thesauruses are helpful for writing. Non-print resources like television programs are helpful for preparing speaking activities through listening.

Television provides an invaluable context to which it may relate to the spoken form. It also offers a basic visual tool to enhance listening practice. Films presented in television are sound-and-image resource.<sup>9</sup> We can watch plenty of English films in development countries like Indonesia. For the learners, of course, television is a great resource for listening practice.

b. Film

Film is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of film making has been developed into an art form and industry.

Film can be considered as one of audio-visual aids in teaching-learning process. It can improve students' speaking ability, add some vocabularies, and

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<sup>9</sup>Junaidi Ananta, *Mengenal Acara Televisi yang Mendidik* (Bandung: Adicita, 2003), p.71.

comprehend English culture. Through film, the students see and hear recorded experience, and imagination. It shows the real combination of pictures, sounds, words, music, and colors.

c. Song

Song is a relatively short metrical composition for, or suitable for, singing, usually having rhymed stanzas, as a ballad and a simple lyric<sup>10</sup>. Song has an important role in learning English. Song is enjoyable for both students and teachers. A good song can provide excellent practice, stress and intonation as well as the sentence pattern. Moreover there are many advantages of song in English learning: helping learner to remember vocabularies, increasing motivation, providing valuable reinforcement, and improving speaking and listening skill.

Song introduces fun and relaxing atmosphere. When the students listen to a song, they can automatically memorize vocabulary contained in the lyric. Song can also be a starting point for conversation. It inspires the students to speak in English with their friends.

d. News

Television news refers to disseminating current events via the medium of television. A “news bulletin” or a “newscast” are television programs lasting from seconds to hours that provide updates on world, national, regional or local news events. Television news is very image-based, showing video of many of the events that are reported. Television channels may provide news bulletins as part of a regularly scheduled news program. Less often, television shows may be

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<sup>10</sup> Muhammad Rizal, *Mengenal Jenis Lagu* (Bandung: Harfa Publishing, 2002), p.32.

interrupted or replaced by breaking news “news flashes” to provide news updates on current events of great importance or sudden events of great importance.<sup>11</sup>

News broadcasting is the broadcasting of various news events and other information via television, radio or internet in the field of broadcast journalism. The content is usually either produced locally in a radio studio or television studio newsroom, or by a broadcast network. It may also include additional material such as sports coverage, weather forecasts, traffic reports, commentary and other material that the broadcaster feels is relevant to their audience.<sup>12</sup>

e. Reality Show

Reality Show is a television programming genre that presents purportedly unscripted melodramatic or "humorous" situations, documents actual events, and usually features ordinary people instead of professional actors, sometimes in a contest or other situation where a prize is awarded<sup>13</sup>.

f. Talk Show

Talk shows often feature celebrity guests who talk about their work and personal lives as well as the their latest films, TV shows, music recordings or other projects they'd like to promote to the public.<sup>14</sup>

g. Game Show

Game show is a type of radio or television programming genre in which contestants, television personalities or celebrities, sometimes as part of a team,

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<sup>11</sup>*Television News* (<http://en.wikipedia.org/wiki>)

<sup>12</sup>*News Broadcasting* (<http://en.wikipedia.org/wiki>)

<sup>13</sup>*Reality Show* (<http://en.wikipedia.org/wiki>)

<sup>14</sup>*Talk Show* (<http://en.wikipedia.org/wiki>)

play a game which involves answering questions or solving puzzles usually for money and/or prizes.<sup>15</sup>

#### **4. The Correlation Between the Frequency of Watching English Program on Television and Listening Comprehension**

The four basic communicative language skills are reading, writing, speaking and listening. Of the four basic English language communicative skills, listening comprehension is the most difficult to improve. Often each of these skills are developed in dependently though specialized courses, programs and practice. They could alternatively be developed in active / passive sets in which raising the level of one skill would correspondingly increment a complementary skill though not necessarily to the same degree.

Each of these listening comprehension affective factors can greatly influence listening comprehension. One of the ways to improve listening skill is Visual and reality. It supports of the listening material can certainly be a tremendous aid to successful listening comprehension. Support can be knowledge of the situation, images or related video and include physical objects of various types.<sup>16</sup>

These are some useful techniques for English listening skills improvement activities include:<sup>17</sup>

- a. Watching local television soap operas to practice vocabulary, expressions and slang used in the area. For even better results, record a few shows then

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<sup>15</sup>*Game Show* (<http://en.wikipedia.org/wiki>)

<sup>16</sup>Online resources.<http://www.brighthub.com/education/languages/articles/71666.aspx>. Retrieved on March, 27<sup>th</sup> 2012.

<sup>17</sup>*Ibid.*

watch and imitate the language used in them repeatedly for faster improvement. You'll know you're improving when you begin to understand more and more of what is being said at normal conversational speed.

- b. Recording radio programs such as short stories, talk shows, commercials and even the news, then replay and mimic the announcers and voices. Sports commentary during a game doesn't usually make for effective English listening skills improvement practice. Why? It's because announcers are almost always speaking at the fastest speed they can to keep up with the action.
- c. TV and radio commercials can be an especially rich source of English listening skills improvement. Since they are typically short; under one minute, use active, locally understood vocabulary, idioms and expressions, a good base in listening comprehension can often be formed quickly. Using commercials is such an effective listening comprehension improvement technique that there are actually university language courses based on this method.

Students who are accustomed to watch English programs on television have more chances to train their listening sensitivities, because television broadcasts not only series of pronunciations, but also moving images, so that students can more easily understand what is delivered.<sup>18</sup> Watching English programs on television makes the sense of sight and hearing more sensitive.

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<sup>18</sup>Edy Darmawan, *Meningkatkan Kemampuan Berbahasa Inggris Siswa Melalui Media Televisi* (Bandung: Kecapi, 2001), p. 81.



Visual images displayed on the screen help the audience easily understand the presented story. The more often the students watch English programs on television, the more chances they get to improve their listening comprehension.<sup>19</sup>

As Newman *et al* stated, students might establish the relationship between words and meanings through TV's combination of pictures and sounds. TV's entertaining qualities make it an easier medium to access than text and it also minimizes fear of failure in learning. Students can engage in making meaningful predictions of new vocabulary and content as they watch TV for entertainment. Therefore, viewing TV can be a cognitively active experience, when appropriate content is used. Bean and Wilson also noted that hearing elaborate language from CCTV has positive effects on the language and communication skills of the listeners. "It turns TV into a moving story book, a steady stream of reading material, which allows students to read spoken language and have vocabulary augmented by video content" and, in terms of motivation, students are especially interested in soap operas with closed captioning. "The almost addictive style of these audiovisual materials with the added reinforcement of captions helps them comprehend realistic English conversation more easily"<sup>20</sup>

Watching English program can improve the listening skills of students, whether they are learning English as a foreign language or whether they just want to improve their ability to listen, concentrate and comprehend. The use of watching English program enables students to improve their listening skills

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<sup>19</sup>Fransisca Sulitono, *Televisi Sebagai Media Pembelajaran Efektif* (Surabaya: Cahaya Kencana, 2003), p. 127.

<sup>20</sup>J. Educational Technology Systems, 28(1) 75-96, 1999-2000 *The Effects Of Closed-Captioned Television On The Listening Comprehension Of Intermediate English As A Second Language (Esl) Students* Hsin Chuan Huang David E. Eskey University of Southern California

because they become engaged in the storyline of the program, which offers both a visual and audio depiction of dialogue and story in a potential real-life situation, using real emotions, diction, tone and slang, which can sometimes be lost in a classroom environment

According to Shigenori, reasons for the difficulty in listening to English can be divided into a number of categories: cannot catch pronunciation, can catch words but do not understand the meanings of sentences, understand meanings of sentences but do not understand what the speakers want to say and more. The reason for such a variety of difficulties is that the activity of listening comprises multiple psychological processes. The following processes are generally considered to be performed in sequence when listening to speech: converting sounds into words; connecting the words into sentences; converting the sentences into meanings; and interpreting the meanings of the sentences in light of the context of the conversation or common knowledge in order to understand what a speaker means. In each of these steps, vocabulary and grammatical knowledge must be drawn upon rapidly, correctly, and continuously. When students have been able to listen something well in English, automatically they can watch English program easily. It's not too difficult to catch the words and the meaning what they are talking in English program.<sup>21</sup>

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<sup>21</sup><http://www.yomiuri.co.jp/adv/chuo/dy/opinion/20100906.htm>. Retrieved on May 27<sup>th</sup>. 2012.

Like Tomasz said, what else you can do to learn from English program especially movies, these the good ways:<sup>22</sup>

1. Pay attention to interesting things: new words, phrases, and grammar structures.
2. Use your dictionary to learn about these interesting things. You can stop the movie to look up difficult words. You can also write down all the interesting sentences, and look them up later. But do use your dictionary!
3. Add these interesting things to Super Memo. If there is an ESL notes guide to the movie, you can add all the sentences in the guide to your Super Memo collection—before watching the film. Later, you can also add the words that you have written down when watching the movie.

It describes us watching English program help us to improve listening comprehension and in the other hand by having listening comprehension well indirectly making easy to understand the English program.

## **B. The Relevant Research**

The research can be accepted and continued because it is relevant with several researches that have been conducted before. However, the research has the same objects but it has different problem. It can be seen from the several previous researches below:

Yoyok Tri Widyaningsih, she conducted a research entitled “The Correlation between the Students’ Activity in Watching English TV Programs and

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<sup>22</sup>How to Use Movies to Develop Listening Skills | eHow. com [http://www.ehow.com/how\\_7855138\\_use-movies-develop-listening-skills.html#ixzz1w4gQGGye](http://www.ehow.com/how_7855138_use-movies-develop-listening-skills.html#ixzz1w4gQGGye). Retrieved on May 27<sup>th</sup>.2012.

their Vocabulary Mastery at the Fourth Semester Student of English Department Semarang State University”. The writer stated the null hypothesis of the research as follows: “There is a significant correlation between the students’ activity in watching English TV programs and their vocabulary mastery”. The obtained values from the analyses of the test result, the correlation is 0.668 and the critical value of the Pearson with the 5 % significance level is 0.312, it can be concluded that the working hypothesis is accepted. Based on the result, the writer concluded that the students’ activity in watching English TV programs gives a useful contribution for them to enlarge vocabulary.

Sri Handayani, she conducted a research entitled “The correlation between the frequency of watching English program on television and their speaking at the second year students of SMU PGRI Pekanbaru”. The writer concluded that the questioner was dominated by sometimes alternative. It showed that generally, the students are so interested in studying English during watching TV. The students’ mean score of speaking test is in *average* category with score 56.57. It can be concluded that  $H_0$  is accepted  $H_a$  is rejected.

Based on the two researchers, this research is almost the same as the researches above. Two researchers above focus on vocabulary mastery and speaking while this research focuses on listening comprehension.

### **C. Operational Concept**

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operate in an abstract from the research

planning is interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpretation about the theses content as special senses, only used in this research.

Based on the statement above, the writer concludes that there are some factors needed to be operated in the operational concept. There are two variables in this research. Variable X is the students' frequency watching English programs on television and variable Y is the students' listening comprehension. Therefore, the operational concept of this study can be seen in the following indicators:

1. The students' frequency of watching English programs on television
  - a. Students are interested to watch English movie, news, song, reality show, game show, or talk show program on television as background information
  - b. Students are able to learn listening motivation through watching television
  - c. Students are able to learn listening strategy through watching television
  - d. Students are able to comprehend English through watching television
  - e. Students are able to speak and to pronounce the words as well as native speaker
2. The students' listening comprehension
  - a. Students are able to recognize words they know when they listened
  - b. Students are able to guess meaning from that context they listened
  - c. Students are able to remember all what is heard
  - d. Students are able to detect key words such as those identifying topics and ideas

- e. Students are able to detect sentence constituents such as: subject, verb, object, prepositions, and the like
- f. Students are able to recognize grammatical word classes in listening comprehension

#### **D. The Hypothesis**

The hypotheses of the research are:

1.  $H_0$  There is no significant correlation between the frequency of watching English program on television and the comprehension of listening at the second year student of MAN Rengat Indragiri Hulu Regency
2.  $H_a$  There is a significant correlation between the frequency of watching English program on television and the comprehension of listening at the second year student of MAN Rengat Indragiri Hulu Regency.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter focuses on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continues to techniques of the data collection and technique of the data analysis.

#### **A. The Research Design**

The design of this research is a correlation. This research shows the correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu, Academic Year 2011/2012. It is carried out by using test with two variables and conducted in the classroom.

The variables of the research are frequency watching English programs on television as the independent variable symbolized with X, and the listening comprehension as dependent variable symbolized with Y.

#### **B. The Location and the Time of Research**

This research has conducted at the second year students of MAN Rengat Indragiri Hulu, Academic Year 2011/ 2012. The research has conducted from April until June 2012.

### **C. The Subject and the Object of the Research**

The object investigated in this research is correlation between the frequency of watching English program on television and the listening comprehension at the second year students of MAN Rengat Indragiri Hulu and the subject of this research was the second year students of MAN Rengat.

### **D. The Population and the Sample of Research**

The population of this research is all students at the first year of MAN Rengat. The total population is 367 students. It consists of two programs; IPA and IPS. As Arikunto said that if the amount of the subject is more than 100 respondents, it is better to take about 10 – 15%, 20 – 25%, or more.<sup>1</sup> It means the writer took 20% of population consists of 54 students. In taking the sample, the writer used random sampling technique.

The writer took the sample by using lottery system between seven classes. There were about 10 students who are taken as the sample of each class. The writer made piece of paper as many students of each class. But there was only 1 until 10 numbers which wrote in the piece of paper and the other is empty paper. The students asked to take the piece of paper and for the students who got the number were the sample of this research. The sample of this research can be seen in following table:

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2002), p. 24.



**TABLE III.1**  
**Population and Sample**

No.	Group	Population		Sample (20 %)	
		Male	Female	Male	Female
1	XI IPA 1	18	23	4	5
2	XI IPA 2	11	27	2	6
3	XI IPA 3	23	25	5	5
4	XI IPS 1	23	24	5	5
5	XI IPS 2	23	25	5	5
6	XI IPS 3	22	25	4	5
7	XI IPS 4	23	16	5	3
Total		143	165	30	34
Total II		308		54	

The reason of choosing the second year student of MAN Rengat Indragiri Hulu Regency academic year 2011/ 2012 as the sample of the research is because they have sufficient experience of English Listening during two years learning.

#### **E. The Technique of Collecting the Data**

In collecting data, the writer used the following procedure:

##### 1. The Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It measures not what people believe but what they say believe, not what they like but

what they say like<sup>2</sup>. In this research, questionnaire is useful for investigating the data regarding watching English program on television at the second year students of MAN Rengat Indragiri Hulu Regency, Academic Year 2011/ 2012.

The form of questionnaire is multiple choices. The students have been given 20 questions. The alternative answers were always, often, sometimes, seldom, and never, it has been presented in Indonesian language. Each indicator has 4 questions. Because this research has 5 indicators of variable X, therefore the researcher has given 20 multiple choice questions.

The questionnaire referred to apply the students' frequency watching English programs on television. There were 20 statements in this questionnaire as follows:

**TABLE III.2**

**Blue Print of Questionnaire**

No	Indicator	Questionnaire
1	Students are interested to watch English movie, news, song, reality show, game show, or talk show program on television as background information	1, 2, 3, 4, 5, 6
2	Students are able to learn listening motivation through watching television	17, 18, 19, 20
3	Students are able to learn listening strategy through watching television	11, 12, 14, 15,16
4	Students are able to comprehend English through watching television	7, 8, 10
5	Students are able to speak and to pronounce the words as well as native speaker	9, 13

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<sup>2</sup>Tuckman, *Second Language Learning and Language Teaching* (London: Routledge, Chapman and Hall, INC, 1997), 197.

The measurement scale questionnaire is as follows: if a respondent chooses *always* the score is 5, if a respondent chooses *often* the score is 4; if a respondent chooses *sometimes* the score is 3; if a respondent chooses *seldom* the score is 2; and if a respondent chooses *never* the score is 1. The highest score of the questionnaire is 80 and the lowest is 20. The right answer score is 1 and the wrong one is 0. The highest score of the test is 10 while the lowest is 0.

**TABLE III.3**

**The Classification of Measuring Test Score**

<b>No.</b>	<b>Level</b>	<b>Explanation</b>
1	86 – 100	Excellent
2	71 – 85	Good
3	56 – 70	Average
4	36 – 55	Poor
5	0 – 35	Very Poor <sup>3</sup>

2. The Test

The test is useful for measuring the student's listening comprehension. The test contains two sections: an English passage and twenty multiple choice questions. The passage involves about 200 words or about 4 paragraphs and 20 questions. Furthermore, there are 20 multiple choice questions listed. Both are recorded

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<sup>3</sup>David Harris, *Testing English as a Second Language* (New York: McGraw Hill Book Company, 1996), 79.

materials uttered by native speaker except the alternative answers. The indicator is the students can answer all questions correctly.

#### **F. The Technique of Analyzing the Data**

Because there were two variables x and y in this study, the writer used product moment correlation to examine whether there is or no correlation between two variables, the writer use SPSS 17.00 in analyzing and calculating the data. The formula of product moment correlation is:

$$r = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

To calculate the students' score in answering the test, the following formula is used:

$$M = \frac{Y}{N} \times 100$$

Where:

M: individual score

X: correct answer

N: Number of items

The scores of the students in the test were classified to determine their level the classification is as follows:

**TABLE III.4****The Classification of Students' Scores**

Score classification	Category
80 – 100	Very good
66 – 79	Good
56– 65	Enough
40 – 55	Less
30-39	Fail

According to Hartono, there are three ways to obtain the correlation between two variables are<sup>4</sup>:

1. The r-table is employed to see whether or not there is a significant correlation between the frequency of watching English program on television and the listening comprehension. The obtained value is consulted with the value of r-table product moment correlation  $df = N-nr$ .

Statistical hypothesis:

$$H_a = r_o > r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

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<sup>4</sup>Hartono. *SPSS 16.00 Analisis Data Statistika dan Penelitian* (Pekanbaru: Zanafra. 2008), p. 57-58

Criteria of Hypothesis:

- a)  $H_a$  is accepted if  $r_o \geq r$  table or it can be said that there is a significant correlation between the frequency of watching English program on television and the listening comprehension
  - b)  $H_0$  is accepted if  $r_o < r$  table or there is no significant correlation between the frequency of watching English program on television and the listening comprehension
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
    - a) Probability score  $> 0.05$ , it means that  $H_0$  is accepted.
    - b) Probability score  $< 0.05$ , it means that  $H_a$  is accepted.
  3. Use the explanation of sign (\*\*/\*) under table, if there is the sign means that there is a significant correlation.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to investigate the correlation between the frequency of watching English program on television and listening comprehension at the second year students of Islamic Senior High School Rengat Indragiri Hulu Regency. There are two variables in this research, independent variable and dependent variable.

The independent variable which is symbolized by “x” is the students’ frequency watching English programs on television. It was investigated by using questionnaire to the second year students of Islamic Senior High School Rengat Indragiri Hulu Regency. There were 20 items, measured by using rating scale (always, often, sometimes, seldom, never) with range of score 5, 4, 3, 2, 1, for each.

The dependent variable which is symbolized by “y” is the students’ listening comprehension. As known the test was conducted to the second year students of Islamic Senior High School Rengat Indragiri Hulu Regency. The test consisted of an English passage and twenty multiple choice questions.

## B. The Data Presentation

### 1. The presentation of the students' frequency watching English programs on television

The questionnaire referred to apply the students' frequency watching English programs on television.

There were 20 statements in this questionnaire as follows:

- a. Students are interested to watch English movie, news, song, reality show, game show, or talk show program on television as background information. It can be seen in questionnaire number 1, 2, 3, 4, 5, 6
- b. Students are able to learn listening motivation through watching television. It can be seen in questionnaire number 17, 18, 19, 20.
- c. Students are able to learn listening strategy through watching television. It can be seen in questionnaire number 11, 12, 14, 15, 16.
- d. Students are able to comprehend English through watching television. It can be seen in questionnaire number 7, 8, 10.
- e. Students are able to speak and to pronounce the words as well as native speaker. It can be seen in questionnaire number 9, 13.

**TABLE IV.1**

**Statement:** *I have time to watch English movie, news, song, reality show, game show, or talk show program on TV every day*

Items	Alternative Answer	Frequency	Percentage
A	Always	16	30 %



B	Often	18	34%
C	Sometimes	13	23%
D	Seldom	7	13%
E	Never	0	0%
TOTAL		54	

From the table above, it shows that 0 % of the respondents choose never, 13% of the respondents choose seldom, 23% of respondents choose sometimes, 34 % of the respondents choose often and 30% of the respondents choose always have time to watch English movie, news, song, reality show, game show, or talk show program on TV every day.

**TABLE IV.2**

*Statement: I spend my time in watching English movie, news, song, reality show, game show, or talk show program on TV everyday*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	20	37%
C	Sometimes	26	48%
D	Seldom	5	9%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 9% of the respondents choose seldom, 48 % of respondents choose sometimes, 37 % of the respondents choose often and 6 % of the respondents always spend their time in watching English movie, news, song, reality show, game show, or talk show program on TV everyday.

**TABLE IV.3**

*Statement: There are an English movies, news, song, reality show, game show, or talk show on TV program that is watched habitually such as Oprah Winfrey, Metro News or MTV*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	5	9%
C	Sometimes	25	45%
D	Seldom	21	40%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 40% of the respondents choose seldom, 45 % of respondents choose sometimes, 9 % of the respondents choose often and 6 % of the respondents always there is an English movie, news, song, reality show, game show, or talk show on TV program that is watched habitually such as Oprah Winfrey, Metro news or MTV.

**TABLE IV.4**

*Statement: Watching favorite English movie, news, song, reality show, game show, or talk show program in spare times*

Items	Alternative Answer	Frequency	Percentage
A	Always	5	9%
B	Often	25	45%
C	Sometimes	22	41%
D	Seldom	2	5%

E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 5% of the respondents choose seldom, 41 % of respondents choose sometimes, 45 % of the respondents choose often and 9 % of the respondents always watch favorite English movie, news, song, reality show, game show, or talk show program is better than watch Indonesian programs.

**TABLE IV.5**

*Statement: It is felt unlucky if the favorite English movie, news, song, reality show, game show, or talk show program is not watched in a chance*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	4	7%
C	Sometimes	24	44%
D	Seldom	23	43%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 43% of the respondents choose seldom, 44 % of respondents choose sometimes, 7 % of the respondents choose often and 6 % of the respondents choose always felt unlucky if the favorite English movie, news, song, reality show, game show, or talk show program is not watched in a chance.

**TABLE IV.6**

*Statement: You consider English movie, news, song, reality show, game show, or talk show is your favorite TV program*

Items	Alternative Answer	Frequency	Percentage
A	Always	5	9%
B	Often	20	37%
C	Sometimes	26	48%
D	Seldom	3	6%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 6 % of the respondents choose seldom, 48 % of respondents choose sometimes, 37 % of the respondents choose often and 9 % of the respondents choose always consider English movie, news, song, reality show, game show, or talk show is your favorite TV program.

**TABLE IV.7**

*Statement: The main factor that you interest to watch movie, news, song, reality show, game show, or talk show TV program because its language is English*

Items	Alternative Answer	Frequency	Percentage
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A	Always	2	4%
B	Often	21	40%
C	Sometimes	23	43%
D	Seldom	8	14%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 4% of the respondents choose always, 40% of the respondents choose often, 43 % of the respondents choose sometimes, 14% of respondents choose seldom, and no students that never interest to watch movie, news, song, reality show, game show, or talk show TV program because its language is English.

**TABLE IV.8**

*Statement: By watching English movie, news, song, reality show, game show, or talk show TV program you hope to improve your English ability*

Items	Alternative Answer	Frequency	Percentage
A	Always	9	17%
B	Often	22	41%
C	Sometimes	19	35%
D	Seldom	4	7%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 17 % of the respondents choose always, 41 % of the respondents choose often, 35 % of the respondents choose sometimes, 7% of respondents choose seldom, and no students that choose never watch English movie, news, song, reality show, game show, or talk show TV program to improve their English ability.

**TABLE IV.9**

*Statement: You want to speak English as well as native speaker do on TV*

Items	Alternative Answer	Frequency	Percentage
A	Always	11	20%
B	Often	24	44%
C	Sometimes	17	31%
D	Seldom	2	4%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 20 % of the respondents choose always, 44 % of the respondents choose often, 31 % of the respondents choose sometimes, 4% of respondents choose seldom, and no students that choose never want to speak English as well as native speaker do on TV.

**TABLE IV.10**

*Statement: You hope that by watching English movie, news, song, reality show, game show, or talk show on TV can help you to understand English subject in classroom*

Items	Alternative Answer	Frequency	Percentage
A	Always	11	20%
B	Often	26	48%

C	Sometimes	14	26%
D	Seldom	3	6%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 6 % of the respondents choose seldom, 26 % of the respondents choose sometimes, 48 % of respondents choose often, and 20 % of the respondents choose always hope that by watching English movie, news, song, reality show, game show, or talk show on TV can help them to understand English subject in classroom.

**TABLE IV.11**

*Statement: You attempt to comprehend English you heard by avoiding reading the translation text*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	5	9%
C	Sometimes	22	41%
D	Seldom	21	40%
E	Never	4	7%
TOTAL		54	100%

From the table above, it shows that 7 % of the respondents choose never, 40% of the respondents choose seldom, 41 % of respondents choose sometimes, 9 % of the respondents choose often and 6 % of the respondents choose always attempt to comprehend English they heard by avoiding reading the translation text.

**TABLE IV.12**

*Statement: You like watching movie, news, song, reality show, game show, or talk show TV program which presents easy understood English*

Items	Alternative Answer	Frequency	Percentage
A	Always	7	13%
B	Often	9	17%
C	Sometimes	18	34%
D	Seldom	20	37%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 37% of the respondents choose seldom, 34 % of respondents choose sometimes, 17 % of the respondents choose often and 13 % of the respondents choose always like watching movie, news, song, reality show, game show, or talk show TV program which presents easy understood English.

**TABLE IV.13**

*Statement: While watching movie, news, song, reality show, game show, or talk show of English TV program you study on the whole aspects of spoken English such as intonation, mimic, and style of the native*



Items	Alternative Answer	Frequency	Percentage
A	Always	4	7%
B	Often	5	9%
C	Sometimes	21	40%
D	Seldom	22	41%
E	Never	2	4%
TOTAL		54	100%

From the table above, it shows that 4 % of the respondents choose never, 41% of the respondents choose seldom, 40 % of respondents choose sometimes, 9 % of the respondents choose often and 7 % of the respondents choose always while watching movie, news, song, reality show, game show, or talk show of English TV program they study on the whole aspects of spoken English such as intonation, mimic, and style of the native.

**TABLE IV.14**

*Statement: If there are some unfamiliar words found you will consult to dictionary or other sources*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	4	7%
C	Sometimes	20	37%
D	Seldom	25	45%
E	Never	2	4%
TOTAL		54	100%

From the table above, it shows that 4 % of the respondents choose never, 45% of the respondents choose seldom, 37 % of respondents choose

sometimes, 7 % of the respondents choose often and 6% of the respondents choose always consult to dictionary or other sources if there are some unfamiliar words found.

**TABLE IV.15**

*Statement: You write some utterances that heard or read from English movie, news, song, reality show, game show, or talk show on TV for memorizing them*

Items	Alternative Answer	Frequency	Percentage
A	Always	2	4%
B	Often	4	7%
C	Sometimes	19	35%
D	Seldom	26	48%
E	Never	3	6%
TOTAL		54	100%

From the table above, it shows that 6 % of the respondents choose never, 48% of the respondents choose seldom, 35 % of respondents choose sometimes, 7 % of the respondents choose often and 4% of the respondents choose always write some utterances that heard or read from English movie, news, song, reality show, game show, or talk show on TV for memorizing them.

**TABLE IV.16**

*Statement: You able to comprehend the English movie, news, song, reality show, game show, or talk show on TV by avoiding translation text*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	6%
B	Often	5	9%
C	Sometimes	18	34%
D	Seldom	24	44%
E	Never	4	7%
TOTAL		54	100 %

From the table above, it shows that 7 % of the respondents choose never, 44% of the respondents choose seldom, 34 % of respondents choose sometimes, 9 % of the respondents choose often and 6% of the respondents choose always be able to comprehend the English movie, news, song, reality show, game show, or talk show on TV by avoiding translation text.

**TABLE IV.17**

**Statement:** *You can only comprehend easy understood English of movie, news, song, reality show, game show, or talk show on TV*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7%
B	Often	6	11%
C	Sometimes	15	28%
D	Seldom	27	50%
E	Never	2	4%
TOTAL		54	100%

From the table above, it shows that 4 % of the respondents choose never, 50% of the respondents choose seldom, 28 % of respondents choose sometimes, 11 % of the respondents choose often and 7% of the respondents choose

always only comprehend easy understood English of movie, news, song, reality show, game show, or talk show on TV.

**TABLE IV.18**

*Statement: By watching English movie, news, song, reality show, game show, or talk show on TV you agree that you're English and knowledge is increase*

Items	Alternative Answer	Frequency	Percentage
A	Always	9	17%
B	Often	26	48%
C	Sometimes	14	26%
D	Seldom	5	9%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 9% of the respondents choose seldom, 26 % of respondents choose sometimes, 48 % of the respondents choose often and 17 % of the respondents choose always watch English movie, news, song, reality show, game show, or talk show on TV to increase their English and knowledge.

**TABLE IV.19**

*Statement: By watching English movie, news, song, reality show, game show, or talk show on TV you agree your English vocabulary is increase*

Items	Alternative Answer	Frequency	Percentage
A	Always	11	20%
B	Often	25	45%
C	Sometimes	14	26%
D	Seldom	4	7%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 7% of the respondents choose seldom, 26 % of respondents choose sometimes, 45 % of the respondents choose often and 20 % of the respondents choose always watching English movie, news, song, reality show, game show, or talk show on TV to increase English vocabulary.

**TABLE IV.20**

*Statement: By watching English movie, news, song, reality show, game show, or talk show on TV you agree that it easier you to understand their English subject in the classroom*

Items	Alternative Answer	Frequency	Percentage
A	Always	11	20%
B	Often	26	48%
C	Sometimes	14	26%
D	Seldom	3	6%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 0 % of the respondents choose never, 6% of the respondents choose seldom, 26 % of respondents choose sometimes, 48

% of the respondents choose often and 20 % of the respondents choose always watching English movie, news, song, reality show, game show, or talk show on TV to easier them to understand their English subject in the classroom.

**TABLE IV.21**  
**The students' frequency watching English programs on television**  
**Score of Questionnaire**

Students	Score	Level
1	73	Good
2	60	Enough
3	83	Very Good
4	72	Good
5	63	Enough
6	66	good
7	59	Enough
8	77	Good
9	61	Enough
10	73	Good
11	80	Very Good
12	76	Good
13	66	Good
14	59	Enough
15	68	Good
16	60	Enough
17	64	Enough
18	66	Good
19	81	Very Good
20	75	Good
21	73	Good
22	75	Good
23	83	Very Good
24	81	Very Good
25	66	Good
26	69	Good
27	83	Very Good
28	75	Good
29	58	Enough
30	79	Good
31	59	Enough
32	60	Enough
33	64	Enough
34	61	Enough
35	75	Good
36	68	Good
37	63	Enough
38	70	Good
39	67	Good
40	68	Good
41	61	Enough

42	66	Good
43	52	Less
44	66	Good
45	77	Good
46	55	Less
47	72	Good
48	70	Good
49	78	Good
50	66	Good
51	70	Good
52	62	Enough
53	77	Good
54	60	Enough
<b>Total</b>	<b>3711</b>	
<b>Mean</b>	<b>68.73</b>	

The table shows that from 54 students who responded the questionnaire. The mean score of the students' frequency watching English programs on television is 68.73. The score can be categorized as "good". It means that the teacher in MAN Rengat Indragiri Hulu have encouraged the students to watch English programs on television to improve their English.

## 2. The Presentation of Students' Listening Comprehension.

**TABLE IV.22**  
**The Students' Listening Comprehension**

Students	Score
1	65
2	55
3	65
4	60
5	45
6	60
7	50
8	60
9	45
10	65
11	70
12	65
13	55
14	45
15	60
16	45
17	60
18	60
19	90
20	60
21	65
22	60
23	70
24	75
25	65
26	60
27	75
28	65
29	45
30	60
31	55
32	65
33	60
34	55
35	65
36	60
37	50
38	65
39	65
40	60
41	60
42	55
43	45
44	45
45	60
46	45



47	70
48	65
49	60
50	65
51	65
52	45
53	65
54	50
<b>Average</b>	<b>68</b>

### **C. The Data Analysis**

This research was used to obtain the correlation between two variables namely: the students' frequency watching English programs on television as the independent variable (X) and students' listening comprehension as the dependent variable (Y). The writer used questionnaire to find out frequency watching English programs on television and test was used to find out the students' listening comprehension.

#### **1. Find out the Students' Frequency Watching English Programs on Television**

To clarify all answers in the questionnaire, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for questionnaire on the Islamic Senior High School Rengat Indragiri Hulu Regency.

TABLE IV.23

**Recapitulation of frequency watching English programs on television  
and listening comprehension**

No	Frequency watching English programs on TV	Listening Comprehension
1	73	65
2	60	55
3	83	65
4	72	60
5	63	45
6	66	60
7	59	50
8	77	60
9	61	45
10	73	65
11	80	70
12	76	65
13	66	55
14	59	45
15	68	60
16	60	45
17	64	60
18	66	60
19	81	90
20	75	60
21	73	65
22	75	60
23	83	70
24	81	75
25	66	65
26	69	60
27	83	75
28	75	65
29	58	45
30	79	60
31	59	55
32	60	65
33	64	60
34	61	55
35	75	65
36	68	60
37	63	50
38	70	65
39	67	65
40	68	60
41	61	60
42	66	55
43	52	45
44	66	45
45	77	60
46	55	45
47	72	70
48	70	65

49	78	60
50	66	65
51	70	65
52	62	45
53	77	65
54	60	50
<b>Total</b>	<b>3711</b>	<b>3821</b>
<b>Mean</b>	<b>68.73</b>	<b>70.75</b>

The students' frequency watching English programs on television for listening comprehension is 68.73. It can be concluded that the students' frequency watching English programs on television for listening comprehension is "good".

## 2. Find out Students' Listening Comprehension

The writer categorized the result of the test as follow:

a. There was 1 student who got the score very good: 90

b. There were 4 students who got the score good:

70, 70, 75, 75

c. There were 34 students who got the enough:

60: 15 students and 65: 19 students

d. There were 15 students who got the less:

45: 9 students

50: 1 students

55: 5 students

To clarify all answers in the test, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for the score of the students' listening comprehension at the second year students of Islamic Senior High School Rengat Indragiri Hulu Regency.

**TABLE IV.24**  
**The Score of Students' Listening Comprehension**

<b>X</b>	<b>F</b>	<b>FX</b>
90	1	90
75	2	150
70	2	140
65	19	1235
60	15	900
55	5	275
50	1	50
45	9	405
	<b>N=54</b>	<b><i>fx</i>=3245</b>

The table above shows that:

$$fx = 3245$$

$$N = 54$$

$$MX = \frac{\sum fx}{N}$$

$$54 \quad MX = \frac{3245}{54}$$

$$= 60.1$$

To interpret in which level the students' listening comprehension is. The scale below is used:

80 – 100 = Very good

66 – 79 = Good

56 -65 = Enough

40– 55 = Less

30-39 = Fail (Adapted from Suharsimi Arikunto)

The score of the students' listening comprehension is 60.1. It can be concluded that the students' listening comprehension at the second year students of Islamic Senior High School Rengat Indragiri Hulu Regency is "Enough".

### **3. Find out the correlation between the students' frequency watching English programs on television and the students' listening comprehension**

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables, while correlation coefficient is negative (-), if there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence of high or low score of correlation coefficient, the sign only show direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained in the following:

**TABLE IV.25**  
**Descriptive Statistic**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
The students' frequency watching English programs on television	68.7222	7.87980	54
The students' listening comprehension	59.5370	9.17690	54

The table above shows about mean, standard deviation, and N of each variables. Mean of The students' frequency watching English programs on television is: 68.7222. Standard Deviation is: 7.87980 and N is: 54. In addition mean of the students' listening comprehension is: 59.5370, standard Deviation is: 9.17690 and N is: 54.

**TABLE IV.26**  
**Correlations**

		<b>Correlations</b>	
		The students' frequency watching English programs on television	The students' listening comprehension
The students' frequency watching English programs on television	Pearson Correlation	1	.759**
	Sig. (2-tailed)		.000
	N	54	54
The students' listening comprehension	Pearson Correlation	.759**	1
	Sig. (2-tailed)	.000	

N	54	54
---	----	----

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the variable of correlation coefficient of the students' frequency watching English programs on television and the students' listening comprehension is 0.753 and sig. (2-tailed) is 0.000. The interpretation is as follows:

1. The score of correlation coefficient  $0.759 < 0.273$  in significant standard 5% and 0.354 in significant standard 1% (see table product moment). It means that  $H_0$  is rejected and  $H_a$  is accepted which indicates that there is a significant correlation between the students' frequency watching English programs on television and the students' listening comprehension.
2. The probability score or sig.(2-tailed) is  $0.000 < 0.05$ . It means that  $H_0$  is rejected. In the other words, there is a significant correlation between the students' frequency watching English programs on television and the students' listening comprehension.
3. The outputs above show that there is two signs mean that there is a significant correlation between the students' frequency watching English programs on television and the students' listening comprehension. Correlation is significant at the 0.01 level (2-tailed).

Direction of correlation between two variables is positive. It means that, the more the students watch English program on television, the more they master in listening comprehension. So the students' frequency watching English programs on television has relation with the students' listening comprehension.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn for this research are as follows:

After presenting the findings in the chapter IV, the writer concludes that the result of the frequency of watching English programs on television was “good”. The result of the listening comprehension was “enough”. This research investigates the question of whether there is systematic relationship between the students’ frequency watching English programs on television and the students’ listening comprehension. The result is  $H_0$  is rejected and  $H_a$  is accepted which indicates that there is significant correlation between the students’ frequency watching English programs on television and the students’ listening comprehension.

#### B. Suggestions

From the result of the study, it can be taken some suggestion for those who have concern to this thesis. It is suggested that the result of the study can improve the students’ knowledge in listening comprehension.

This finding shows that the more the students’ frequency watching English programs on television, the more the students’ listening comprehension is increased. It means that the students have to more improve their knowledge,

grammatical mastery, vocabulary, and other requirements that are needed to support their listening skill to make them easy to understand watching English programs on television.

There are many problems of students' ability in listening comprehension. Therefore, the writer suggest that the other researcher conducting and analyzing any problem in listening more widely and comprehensively in order to find more current information and beneficial finding in Teaching and Learning as a Foreign Language (TEFL).

Based on conclusion above, there are some suggestions proposed as follows:

1. For the teacher
  - a. The teacher should explain more about sentence constituents such as: subject, verb, object, prepositions, the like and all of the things related to listening comprehension clearly. Especially about grammatical word classes in listening comprehension.
  - b. The teacher has several methods to the students in order that they are not hesitated to listen something.
  - c. This is the responsibility of the candidate of English teachers in the future to pay more attention on understanding in listening comprehension done by the students in order that they can reach the target of the teaching.

2. For the students
  - a. The writer hopes that the Second Year Students of Islamic Senior High School Rengat Indragiri Hulu Regency always improve their knowledge about listening comprehension.
  - b. The students are able to listen and able to catch the point of the native speaker's speaking when they watch the English programs on television without text.
  - c. The students are suggested to increase their ability in listening comprehension. They have to master anything related to listening comprehension. It is proposed to help them to be able to understand the native speaker.

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