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CHAPTER 1 INTRODUCTION

A. The Background of the Problem

Listening is one of the language skills that should be mastered by students in language learning. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. Requires a person to receive and understand incoming information (input). We can listen to and understand things at a higher level than we can produce. Listening is the ability to identify and understand what others are saying including understanding speakers' accent or pronunciation, grammar and vocabulary, and grasping the meaning. Listening is not as easy as people think about. It means that, in the listening process, the listeners should focus on what they listen.

Listening is important because the listeners can learn new information through listening. Besides that, sometimes we have difficulties in listening to the information from others. The process of listening involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning. In listening, a listener should be capable of doing these four things simultaneously.

Senior High School 1 Kateman is one of the senior high schools in Indra Giri Hilir which uses Standard Based Curriculum (KTSP). In formal situation, English subject is taught twice a week with duration of a time 45 minutes for one meeting. Based on the curriculum, the goal of listening is the

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students are expected to be able to respond the meaning in formal transactional and interpersonal conversation in the daily life. On the other hands, to reach the goal of the curriculum demanded, the students are to have ability in English interaction both formal and informal situation. The minimum criteria achievement (CMA) for English subject (Writing, Speaking, Reading, and Listening) is 75.

In the process of teaching and learning in Senior High School 1 Kateman, INHIL the teacher normally asks the students to listen to what the teacher explains, listen to conversation by using audio, and listen to their classmates. Howatt and Dakin in Fauzana (2014:1) said that learners should makes listening become a habit to listen to audio books, podcasts, news, songs, and to watch videos and films in the foreign language. In studies, people listen for as much as 45%, speak 30%, read 16%, and write 9%. From the percentage above, people prefer listening to another (speak, read, and write).

Based on the researcher's preliminary observation at SMAN 1 Kateman Indragirihilir, which is one of the educational institutions in Kateman Indragirihilir that uses Standard Based Curriculum (KTSP) in the process of teaching and learning. The English teacher, Desi Putra S.Pd., mentioned that only 15% of the 32 students get enough categories. And also only 10% of the 32 students get good categories. It means that, only 6 students got enough categories, and also only 4 students got good categories in English

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subject especially in listening comprehension and 22 other students got less categories.

Besides, there were some students who still had low listening comprehension. It is shown from students' attitude and behaviors, such as some of students not only couldn't understand a native speaker and they didn't understand what the speaker said. Then, the students had to write down what they had heard. However, it was still not successful when the teacher assessed their writing after listening. Thus, those problems can be seen into the symptoms below:

1. Some of the students cannot catch the meaning and the purpose of the listening material.
2. Some of the students have lack of vocabulary in learning process listening.
3. Some of the students are difficult to respond the information they listened.
4. Some of students often make mistakes in answering the listening questions.

The researcher is interested in investigating about two variables above, they are students' learning motivation and listening comprehension into a research. So, the researcher conducts a research entitled **“The Correlation between Students' Learning Motivation and Their Listening Comprehension of the Eleventh Grade at Senior High School 1 Kateman Indra Giri Hilir”**.

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B. The Problems of the Research

A. The Identification of The Problem

Based on the background of the problems above, it is clear that some of the eleventh grade of senior high school 1 kateman inhil still get difficulties in learning listening. So, based on the phenomena explained by the researcher above, the problems in this research are identified as in the following questions:

- a. Why do some of the students not catch the meaning and the purpose of the listening material?
- b. Why do some of the students have lack of vocabulary in learning process of listening?
- c. Why are some of the students difficult to respond the information they listened?
- d. Why do some of the students often make mistakes in answering the listening questions?

B. The Limitation of The Problem

From the identification of the problem, the researcher focuses on learning motivation and listening comprehension of the eleventh grade students at Senior High School 1 Kateman Indra Giri Hilir

C. The Formulation of The Problem

The problems are formulated into following research question as follows:

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- a. How is learning motivation of the Eleventh Grade at Senior High School 1 Kateman, INHIL?
- b. How is listening comprehension of the Eleventh Grade at Senior High School 1 Kateman, INHIL?
- c. Is there any significant correlation between learning motivation and their listening comprehension of the Eleventh Grade at Senior High School 1 Kateman, INHIL?

C. The Objective and The Significance of The Research**1. The Objective of Research**

- a. To get the information about students learning motivation at the eleventh grade of Senior High School 1 Kateman.
- b. To get the information about students listening comprehension at the eleventh grade of Senior High School 1 Kateman.
- c. To know whether there is or not a correlation between learning motivation and their listening comprehension at the eleventh grade of Senior High School 1 Kateman.

2. The Significance of the Research

Related to the objective of the research above, the significance of this research is as follows:

- a. Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.

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- b. To enhance the researcher's knowledge about the relationship listening by learning motivation on studies listening comprehension in the text.
- c. This research finding is also hoped to be useful and valuable, especially for teachers as the importance of learning motivation in listening activity in the classroom.

D. The Reasons of Choosing the Title

There are some considerations to carry out this research, as follows;

- a. The title of the research is relevant with the researchers status as a students' of English Education Department.
- b. The title of the research is not yet investigated by the other previous researcher
- c. To location of the research facilitates the researcher in conducting the research.

E. The Definition of the Terms

To avoid misunderstanding in comprehending this research topic, hence the researcher gives definition of the term as follows:

1. Learning motivation is that motivation is what moves people to do things they do. It means that, learning motivation is the reason for people's actions, desire, needs. Motivation is also one of internal process as that makes a person move toward a goal and the motivation is an impulse that causes a person to act.

2. Listening Comprehension is the ability to identify and understand what others are saying. This involves understanding speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. In short, when we try to communicate, we listen and try to understand what other says. It is not as easy as we think. We should understand speakers' accent, grammar, vocabulary even their body movement.

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