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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is one of four language skills of English. It is considered as the basic skill needs to be improved since it provides the oral input that serves as the basic for language acquisition and enables the students to interact in spoken communication. It is widely acknowledged as an important skill in facilitating productive skills. Listening should be addressed prior to speaking activity because the students cannot produce language before listen to the language. Buck in Nunan (2003, p. 24) assumes that listeners simply decode messages is mistaken, “Meaning is not in the text (whatever is being listened to), but it is something that is constructed by listeners based on a number of different knowledge sources.” In other words, listening is an active, purposeful process of making sense of what people hear. They process not only what they hear, but also bring their own background knowledge to bear on the information contained in the aural text.

Harmer (2007, p. 133) points out that the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. In short, the more students listen, the better they get, not only at understanding speech, but also at speaking itself. Indeed, it is worth remembering that successful spoken communication depends not just

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on the ability of people to speak, but also on the effectiveness of the way people listen. Unfortunately, many students still face difficulties when they are listening to English language. Students' problems in listening are related to the students themselves. One of the main problems concerned their habit in listening carefully to the teacher who probably speaks slowly and clearly. Hence, when they fail to understand every word while listening, they stop to listen and lose the thread.

In relation to this problem, it cannot be denied students' motivation and interest play an important role in learning listening. According to Siegel (2015, p. 129) the factors that deserve attention in order to develop listening skill are a genuine interest in and motivation. Listening requires listeners to concentrate on the content and make fast responses to what is heard. If students are passive and apprehensive during listening, they will probably feel nervous and wary of taking chances. Therefore, it is necessary to select a wide range of materials in order to increase listening content besides using textbooks. Students need to listen to different level of English to be exposed to natural language, such as listening to English songs and watching movies with English text. In these ways, it is possible to raise students' enthusiasm, cultivate their listening their listening interest, and achieve the goals of learning English. Murphey (1992, p. 6) says, "In our time, it is hard to escape music and song as it occupies ever more of the world around us." As a consequence, students can directly listen to the song and also develop their interest and motivation to learn the value of language in it subconsciously.

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Senior High School 1 Pekanbaru is one of the Senior High Schools in Pekanbaru. As a formal institution, this school is also provided English subject, especially for the listening skill. Senior High School 1 Pekanbaru is one of the schools that applied 2013 curriculums as its guidance in teaching and learning process. In State Senior High School 1 Pekanbaru, English is taught twice a week with time duration 90 minutes. Based on the curriculum, the goal of listening is the 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 for English subject (writing, speaking, reading, and listening) is 75.

In the process of teaching and learning in Senior High School 1 Pekanbaru, 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, p.1) said that learners should makes listening become a habit to listen to audio books, podcast, news, songs, and to watch videos and films in the foreign language.

Based on the writer's preliminary study at the eleventh grade students of Senior High School 1 Pekanbaru, the students still have difficulties and problems in learning English, especially in listening. Many of the students could not pass the passing grade. So, their listening comprehension was still far



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from the expectation as required by the curriculum. Thus, the writer found the following phenomena:

1. Some of the students had high motivation but low in listening comprehension.
2. Some of the students didn't finish their homework on time.
3. Some of the students had lack of vocabulary in learning process of listening.
4. Some of the students were difficult to respond the information they listened.
5. Some of the students often made mistakes in answering the listening questions.

Based on the description above, the writer interested to conducts a research entitled "*The correlation between students' motivation in listening to English songs and their listening comprehension at the eleventh grade of Senior High School 1 Pekanbaru.*"

B. Problem

1. Identification of the Problem

Based on the background of the problem above, it is clear that some of the eleventh grade students of Senior High School 1 Pekanbaru are still facing the difficulties in learning listening. To make the problems of this research clearer, the problems of this research are identified as follows:

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1. Why did some of the students have high motivation but low in listening comprehension?
2. Why did some of the students not finish their homework on time?
3. Why did some of the students have lack of vocabulary in learning process of listening?
4. Why were some of the students difficult to respond the information they listened?
5. Why did some of the students often make mistakes in answering the listening questions?

2. Limitation of the Problem

Based on the problem identified above, it is clear that there are many problems in this research. The writer needs to limit the problems in order to pay more attention to the specific problem. The writer will focus the problem of the research to be investigated on students' motivation in listening to English songs and their listening comprehension at the eleventh grade of Senior High School 1 Pekanbaru.

3. Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is students' motivation in listening to English songs at the eleventh grade of Senior High School 1 Pekanbaru?
- b. How is students' listening comprehension at the eleventh grade of Senior High School 1 Pekanbaru?



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c. Is there any significant correlation between students' motivation in listening to English songs and their listening comprehension at the eleventh grade of Senior High School 1 Pekanbaru?

C. Objective and significant of the research

1. Objective of the research

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

2. Significance of the research

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

- a. Hopefully, this research is able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. This research finding is expected, useful, and valuable to both students and teachers of Senior High School 1 Pekanbaru.
- c. Besides, this research finding is also expected to be positive and valuable, especially for teachers as the importance of motivation in listening activity in the classroom.



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d. Finally, this research finding is expected to be practical and theoretical information to the development of the theories in language teaching in general.

D. Reasons for choosing the title

There are some reasons why the writer is interested in carrying out this research. The reasons are as follows:

1. The title of the research is relevant with the writer status as a student of English Education Department.
2. The title of the research is not yet investigated by the other previous researcher.
3. The location of the research facilitates the writer in conducting the research.

E. Definition of the term

To avoid misunderstanding and misinterpreting on the term in this research, it is necessary to explain them:

1. Correlation

Correlation is one of the ex post facto designs, namely co relational research. “Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to very consistently” (Creswell, 2012, p.338). In this research, correlation means the correlation between students’ motivation in listening to English song and their listening comprehension.



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2. Motivation

Every person has internal conditions which give impact in daily activities. One of the internal conditions is motivation. According to Uno (2006), p. 1), motivation is the basic propulsion that derives someone to act. In this research, motivation means students' motivation that can cause students' want to listen.

3. English Song

Song is a form of language that uses tones and rhythm as it is also the media of universal language (Setia et al, 2012. p.270).

4. Listening Comprehension

Listening comprehension is a process, a very complex process (Buck, 2011, p.1). Listening comprehension refers to active and very complicated process (interactive and interpretative). 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 speaker's accent, grammar, vocabulary even their body movement.