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CHAPTER I

INTRODUCTION

A. Background of The Problem

Listening is a complex or an active process of interpretation in which listeners matched the information they already know. According to Nunan (2003, p. 24), listening is an active and a purposeful process of making sense of what we hear. Listening is not only we hear the sound, but also how we can get meaning from the sound we heard. Listening, along with reading, is a receptive skill. We receive the information which is not only what we hear or read but also connect it to other information.

Listening is the ability that is eligible for students to master. According to Howat and Dakin in Mohammad (1974, p. 174), listening is the ability to identify and understand what others said including understanding speaker accent or pronunciation, grammar, and vocabulary, and grasping the meaning. Listening can be interpreted to hear the information before it is delivered to our brain. The listening function can be linked with other language skills. When we hear people speak or hear about something, then all the organs, that include in ears, will work and transform directly to the brain, after that the information will be used to speak or write.

In the learning process, the students who practice listening to the sound of the utterance that they heard will be saved in their memory. When

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students have the ability in listening, they can comprehend what the speaker said and students will good in speaking automatically. According to Fauzana (2014, p.5), listening also provides input that can be very significant for second language acquisition in general and for development of the speaking skill in particular. Furthermore, Yune (2007, p.22) also said the ability to comprehend by a listening process will give influence in the way he responds by speaking.

State senior high school 12 Pekanbaru is one of the Senior High School in Pekanbaru which implements curriculum 2013 as the guidance in teaching and learning. Based on the curriculum 2013, listening is one of the skills for English language skill that the students have to master. The goal of learning listening is the students are able to comprehend what they hear, catch the idea, give a response and retell the information.

There are four aspects in listening that should be achieved by the eleventh grade students of Senior High School. First, students are able to interpret social function. Second, students are able to identify contextual meaning. Third, students are able to identify the grammar. Fourth, students are able to identify the language feature (syllabus Bahasa Inggris).

In this school, English is taught twice a week with the time duration about 90 minutes and the passing grade of this school subject is 75. The explanation of the rubric for Minimum Competence Criteria (KKM) can be seen as follows:

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No	Score	Category	Competency
1	91-100	A (Very Good)	Students can give response or retell the information that they hear very accurately and fluently.
2	83-90	B (Good)	Students can give response or retell the information that they hear accurately and fluently.
3	75-82	C (Sufficient)	Students have limited skill to understand, give response or retell the information that they hear.
4	66-74	D (Less)	Students have little understand, give response or retell the information that they hear.
5	<66	E (Fail)	Students cannot understand, give response or retell the information that they hear.

Based on the researcher's preliminary observation at state senior high school 12 Pekanbaru, that was conducted on January 22nd, 2017, the researcher did the observation and then interviewed an English teacher. The teacher said that some of the students encountered difficulties in their English class, especially in listening class. Some of the students could identify and analyze what the speaker said. Based on observation, it can be seen that the students who are good at speaking but their listening score are low and the students who have good ability in listening are bad in speaking.

According to Astorga (2015, p.52), speaking and listening were intertwined to appreciate how these skills work together in the process of second language acquisition and what benefits there may be to integrating them. It supported by Tamador (2017, p.136), listening is closely connected to

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the oral skill and have an effect on the development of oral proficiency in EFL classes. On the other hand, not all the students who are good at listening comprehension will also be good at speaking.

Speaking is the ability to help the student to communicate with other. The student should improve their speaking because speaking is the key to help them to communicate. To improve their speaking ability, students should be able to develop their knowledge.

Based on the problems stated above, the researcher found the following phenomena:

1. Some of the students had low ability in listening but their speaking scores were good.
2. Some of the students had difficulties to speak but their listening scores were good.
3. Some of the students had low motivation in English but their listening and speaking score were good.
4. Some of the students who had good in listening but they embarrassed to speak.

Based on the phenomena above, the researcher is interested in conducting the research form this problem entitled: **“The Correlation between Students’ Listening Comprehension and Their Speaking Ability at the State Senior High School 12 Pekanbaru”**.



B. The Problems

1. Identification of the Problem

Based on phenomena above, the problems in this research will be identified as follows:

- a. Why did some of students have low ability in listening but their speaking scores were good?
- b. Why did some of the students get difficulties to speak but their listening scores were good?
- c. Why did some of the students have low motivation in English but their listening and speaking scores were good?
- d. Why did some of the students have good in speaking but their embarrassed to speak?
- e. What are the factors that students performed better in listening comprehension but had difficulties to speak?

2. Limitation of the Problem

After identifying the problems stated above, the researcher limits the problem and focuses on students' listening comprehension, students' speaking ability, and the correlation between students' listening comprehension and their speaking ability of the eleventh grade students at the State Senior High School 12 Pekanbaru.

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3. Formulation of the Problem

- a. How is the correlation between students' listening comprehension and their speaking ability at the State Senior High School 12 Pekanbaru?
- b. Is there any significant correlation between students' listening comprehension and their speaking ability at the State Senior High School 12 Pekanbaru?
- c. How large is the significant correlation between students' listening comprehension and their speaking ability at the State Senior High School 12 Pekanbaru?

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

- a. To find out the correlation between students' listening comprehension and their speaking ability of the eleventh grade students at the State Senior High School 12 Pekanbaru
- b. To find out the significant correlation between students' listening comprehension and their speaking ability of the eleventh grade students at the State Senior High School 12 Pekanbaru.
- c. To find out the large significant correlation between students' listening comprehension and their speaking ability of the eleventh grade students at the State Senior High School 12 Pekanbaru.

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2. Significance of the Research

- a. This research contributes a benefit to the researcher as students in learning how to conduct an educational research
- b. To provide useful information for the readers in conducting a research
- c. To fulfill one of the requirements to finish Researcher study at State Islamic University Sultan Syarif Kasim Riau.

3. Reason for Choosing the Title

There are several reasons why the researcher is interested in carrying out the title above:

- a. The problems of this research are interesting and important to be researched because it relates to the problem that is faced by students.
- b. This research is relevant to the researcher as students of education and training faculty as well as an English teacher to be.
- c. Through this research, the researcher wants to know the students' listening comprehension and their speaking ability.

4. The Definition of Key Terms

The following terms are given to make the readers have the same perception for some terms used in this project paper. It is important to clarify some terms in order to avoid misunderstanding, therefore the terms to be defined as follow:

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a. Correlation

Correlation is a measure of the strength of the relationship or association between two or more sets of data. Correlational research involves the collection of data to determine the extent to which two (or more) variable are related. The correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed to explain resultant correlation. According to Ricards and Schmidt (2010, p.139) different type of the correlation are reported in the applied linguistics literature, whose use it determined by the types of variables that are correlated. Correlational research is to make determine the relations between two or more variables.

b. Listening Comprehension

Listening comprehension is a process how we can understand and get the meaning from what we hear. According to Nihey(2002, p.7), listening comprehension is simple words is someone ability to understand what the speaker says as well as the students are able to responses or answers the speaker's utterance. Listening comprehension is an active and conscious activity where the listener interprets the meaning of the spoken

word by using contextual information and their prior knowledge. Listening comprehension helps the listener to comprehend what they hear

c. Speaking Ability

Speaking is how the speaker expressed their idea. According to Woods (2005, p.41), speaking effectively depends on the speakers' ability to interact with an interlocutor. In speaking, speaker and listener emphasize on the meaning what they saying and understand one another. Speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. The speaker should pay attention before they speak.

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