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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening is the one skill that we use the most in everyday life. It is the ability to accurately receive and interpret messages in the communication process. Without the ability to listen effectively, messages are easily misunderstood. According to Nunan (2003, p.24), listening is very active because the people who are listening not only process what they hear but also connect it to other information they already know. Since listeners combine what they hear own ideas and experiences, in a real sense they are “creating meaning” in their own mind. As stated by Brown (2001, p.248), Listening is an important skill through which language learners internalize linguistic information, which is the first step in the process of language communication.

As one of the language skills, listening is one of the "four skills" which has an important role of language learning. According to Newton (2009, p.38), listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Addition, Servik in Fauzana (2014, p.1) said that a person who is learning second or foreign language will listen to the language first then talk and next learn how to read, and write. Based on the theories above, listening comprehension is people's capability in process what they hear and interpret it on their knowledge of the

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As guidance in teaching and learning process, the teacher in this school has used many strategies to encourage students' openness personality to make their listening comprehension better for example by giving interesting topic as stated by Sonia Kaul (2017, p.1894), argument in which students are more openness when the teacher gave the interesting topic that they hear. However, some of students' openness personality was good but their listening comprehension was still low. Inversely, some of students' openness personality was low and their listening comprehension was good. It could be seen from the following phenomena:

1. Some of students have tried to pay accurate attention but it was still difficult for them to catch the meaning and the purpose of listening material.
2. Some of students enjoyed listening but they could not respond the information that they listened.
3. Some of students were interested in the topic that they listened but they could not accept new ideas that they heard.
4. Some of students had a good curiosity to do listening activities but it was difficult for them to organize their ideas after listening.
5. Some of students were not interested in the topic that they heard but it was so easy for them to explore their ideas.

Based on the phenomena above, it indicates that there is no relationship between students' openness personality and their listening comprehension and it contrast with the theory that has been explained before. Therefore, the researcher

is interested in testing whether there is a correlation between students' openness personality and their listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru.

A. The Problem

1. Identification of The Problem

Based on the background illustrated above, it is very obvious that the students had problems, especially in term of listening comprehension. Precisely, the problems in this research can be identified as follows:

1. Why have some of students tried to pay accurate attention but it was still difficult for them to catch the meaning and the purpose of listening material?
2. Why did some of students enjoy listening but they could not make sentences about what they heard?
3. Why were some of students interested in the topic that they listened but they could not accept new ideas that they heard?
4. Why did some of students have good curiosity to do listening activities but it was difficult for them to organize their ideas after listening?
5. Why were some of students not interested in the topic that they heard but it was so easy for them to explore their ideas?

2. Limitation of The Problem

Based on the identification of the problems above, the researcher's limits and focuses on the problem of this research. The personality type in this research is limited to openness personality, while the students' listening comprehension is

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limited to conversation material and narrative text. Hence, the problem focuses on the significant correlation between students' openness personality and their listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates some questions in the following:

- a. How is students' openness personality of the eleventh grade at Vocational High School Telkom Pekanbaru?
- b. How is students' listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru?
- c. Is there any significant correlation between students' openness personality and their listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru?

B. Objectives and Significance of the Research

1. Objectives of the Research

The major objectives of conducting this research activity are as follows:

- a. To know the students' openness personality of the eleventh grade at Vocational High School Telkom Pekanbaru.
- b. To know the students' listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru.

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c. To find out the correlation between students' openness personality and their listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru.

2. Significance of the Research

The significance of the research is identified as follows:

- a. Hopefully, this research finding is able to give beneficial information to the researcher in learning how to conduct a research.
- b. This research is hopefully useful and valuable, especially for gaining the learning objectives at Vocational High School Telkom Pekanbaru.
- c. These research findings are expectedly practical and theoretical information in order to develop the theories in English language teaching.

C. Reason for Chosing the Title

These are some reasons the researcher is interested in carrying out this research. The reasons are as follows:

1. The tittle of this research is relevant with the writer's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim.
2. The tittle of this research is not yet investigated by other previous researches.
3. The location of the research facilitates the researchser in doing this research

D. Definition of the Term

These are several terms that are applied in this research. In order to avoid misunderstanding toward the terms used, the following terms are necessarily defined:

1. Correlation

As stated by Hartono (2008, p.75), Correlation is relationship between two or more variables. According to Creswell (2012, p.338), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

In this research, correlation is defined as the result that relates between students' openness personality and their listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru.

2. Openness Personality

The Big Five personality trait taxonomy was developed by Costa and McCrae and has been widely used to classify personality traits in the psychology literature (Brown & Taylor., 2015, p.4). This taxonomy classifies individuals according to five factors: openness personality; conscientiousness; extraversion; agreeableness and neuroticism (emotional instability). In this research, the researcher's focuses on openness personality trait. Openness personality is one of the 'Big Five' factors and is used to study and measure individual differences in personality. Along with four additional factors - conscientiousness, extraversion, agreeableness and neuroticism - openness to experience is one of

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the five measures of personality commonly referred to as the ‘Big Five’ factors by Waude (2017, p.1).

According to Dörnyei (2008, p.15), Openness Personality is the ability of students to be broad minded and imaginative, curious, flexible, creative, moved by art, original in process of learning.

In addition, Collins Cobuild Dictionary in Dorney (2008, p.11) defines personality as one’s “whole character and nature”. It is special qualities in a person that makes that person different from others, as shown by the way behaves, feels, and thinks. Meanwhile, openness is one of the ‘Big Five’ Model Personality that consists of six facets: fantasy, aesthetics, feelings, actions, ideas, and values (Costa and McCrae’s in Doerney, 2008, p.15). The openness personality is sometimes named Intellect, and students in openness must be taking advantage of their wider range of interests and inspiration for new information and learning resources (Ghaemi & Sabokrouh., 2015, p.18).

3. Listening Comprehension

Fauzana (2014, p.5) said that Listening is the activity that listeners do to receive and involves listening for thoughts, feelings, and intention. It is also stated in I.S. P. Nation and J. Newton (2009, p.37), that listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening. On the other hand, comprehension is an integrating the meanings of the words in their sequence into an interpretation of the entire utterance, for example a reconstruction of speaker’s communicative intention (message).

In addition, listening comprehension is the process of relating language to concept in one's memory to references in the real world. It means that someone can understand what she/he heard and has knowledge about that.

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