

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

a. Definition of Listening

In English as a foreign language (EFL), 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 (Nation and Newton, 2009, p.37). As stated by Nunan (2003, p.24), listening is an active, purposeful process of making sense of what we hear. It requires a person to receive and understand incoming information (input). Listening is the first language mode that children acquire. Safarali & Hamidi in the journal of Ghaemi & Sabokrouh (2015, p. 12) found that listening is a skill in language proficiency which can directly affect other skill. Fauzana (2014, p.1) said that people listen 45% of the time they spend communicating, 30% of communication time was spent speaking, 16% reading, and 9% writing.

In addition, listening is an activity that is always in our life. in listening process the listeners should focus on what they listen. Then try to get information from what they had listened. People learn the language by listening. A person who is learning second language will listen language first and then talk and next learn how to read and write.



associated with transmission of information, that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials.

At the same views, Fauzana (2014, p.8) divides the types of spoken language that should be known based on what your purpose is. There are five types of listening:

1. Discriminative Listening

Discriminative Listening is the most basic type of listening. In this listening type the objective is to focus on the sounds. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds difficult to speak another language perfectly. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing. This is the most important type, because it forms the basis of the other.

When considering discriminative listening, there are three key parts:

- a. Ability to hear.
- b. An awareness of sounds.
- c. Understanding nonverbal clues.

2. Comprehensive Listening

Comprehensive listening is listening to understand. In this area, listening is to understand message of a speaker, as when we attend a classroom or listen to direction for finding a place. In addition, comprehensive listening is

complemented by sub messages from non-verbal communication, such as the tone of voice, gestures and other body language. In other hand, comprehensive listening is to comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. This listening type is found in nearly all aspects of our life, and is one of the primary ways to learn.

3. Therapeutic or Empathic Listening

Therapeutic is also called Emphatic listening which is more than any other listening skill, is focused on the needs of speaker. Empathy is a way of deeply connecting with other person and therapeutic or emphatic listening can be particular challenge. Empathy is not the same as sympathy, it involves more than being compassionate or felling for somebody else. Showing empathy is a desirable trait in many interpersonal relationships. When we listen empathically, we got beyond sympathy to seek a true understand how others are felling.

In therapeutic listening, it is one kind of listening where the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relationship.

4. Critical Listening

Critical Listening is listening to evaluate and judge, forming opinion about what is being sad. Judgment includes assessing strengths and weakness, agreement and approval. Additionally, critical listening which is the listener has to evaluate messages and respond with their opinion. During critical listening, a

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

listener takes into consideration the possible motives of the speaker and the context, as well as the words.

Critical listening is more active behavioral than informational listening. It is concerned with receiving facts and new information. In addition, it is about analyzing opinion and making judgment. By doing this, the listener will become a better listener and has perception of other people and your relationship. It is important that as listeners have an open mind and not let bias or stereotypes influence the judgment, and doing so the listener will become a much better listener.

5. Appreciative Listening

Appreciative Listening is listening for enjoyment. Listening for enjoyment involves attending to sounds for pleasure. Through enjoyment listening, people are entertained and emotionally and physically affected as pleasure centers in the brain are active. Listening appreciatively differs for everyone, and the quality of it depends on three factors.

a. Presentation

This includes the medium setting and who the speaker is. Sound can be produced in different ways and their presentation is the key.

b. Perception

Perception plays a large part in our appreciation, which is based on our attitude. Our perceptions have much to do with appreciative listening. example: Some people are just not big fans of opera, because is too dramatic. That perception may change if introduced to a more modern style of opera.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



c. Past experience

Many reasons why enjoyed listening to certain things, have positive experiences linked to the sounds, or simply want to learn. A song from childhood may bring back pleasant memories, make it more likely that we will appreciate listening to the tune again.

Additionally, appreciative listening is process of listening to appreciate what speaker is talking about. This type is often used when listening to people who enjoyed spending time with.

b. Definition of Listening Comprehension

Listening Comprehension is a process, to measure it we have to understand how the process it works. According to Richards, listening comprehension is the process of understanding speech in second language. Comprehensive listening helps a listener understand a message.

Richard (2008, p. 17) adds that listening comprehension is further an active process involving receiving, attending, understanding, responding, and remembering.

1. Receiving is listeners received the vocal message and visual stimuli from speakers including facial expressions, gestures, and movements.

2. Attending is brain screens stimuli and permits only a select few to come into focus.

3. Understanding is to understand symbols we have seen and heard, we must analyze the meaning of stimuli we have perceived.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Responding is a form of feedback that completes the communication transaction.

5. Remembering is important listening process because it means that an individual has not only received and interpreted a message but also added it to the minds storage bank; but also what is remembered may be quite different from what was originally seen or heard.

c. The Factors that Influence Listening Comprehension

Martin in Paris said that there is a factor that helps to produce a result. The factor that influenced us in listening process is concentration. Concentration is closely related to interest and attention. Nunan (1989, p.25) also stated that the bottom up can be depicted which is listeners try to retrieve some information from tape recorder then they will be required to read such as topic then they provided some topic. Finally, they have to recall what speaker said.

According to Paris (2013, p.1), there are some dominant factors that influence the students in listening:

- a. Concentration
It is an ability to direct openness our effort and attention on one thing without thinking others.
- b. Interest
It desires to learn or know about something.
- c. Attention
It is looking at or thinking about something or somebody carefully.
- d. Strategies
It is plan that is indented to achieve a particular purpose of planning something or carry out a plan in a skillful away.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

e. Expectation

It is strong belief about way something should happen or how somebody should behave.

f. Lack of Knowledge

It is state having enough of knowledge.

According to Nation and Newton (2009, p.37), the factors that influence in listening to stories are in the following features:

- a. The learners are interested in what they are listening to.
- b. They are able to understand what they are listening to.
- c. The material is at the right level for the learners.
- d. There are a few unfamiliar or partly unfamiliar items that they can
- e. Understand through the help of context, or through the teacher's explanation. Some of these items occur several times in the input.
- f. There is a little bit of deliberate attention given to language features without too much interruption to the flow of the story.
- g. There are possibilities for interaction during the listening as the teacher occasionally asks questions or gets the learners to anticipate what will happen, and as the learners ask the teacher to repeat, slow down, or explain.
- h. There is a large quantity of input.
- i. Learners do not have to produce much output.

Based on the factors above, the researcher concludes that all factors influence listening comprehension much, so before listening activity students should pay attention to their interest in listening, then providing prior experience, guiding, setting up cooperative learning arrangements while listening, and means the learners can achieve comprehension by themselves after listening. The most important students should open their experience in listening.



2. The Nature of Openness personality

a. The Nature of Personality

Personality within learners is one of the factors determining their success in acquiring second language. This idea is supported by many scholars as in the following:

- 1) Benard Spolky in Damalis (2013, p. 13) mentioned several aspects in each individual that support L2 learning; they are Intelligence, Aptitude, Learning Style and strategies, Personality, anxiety. Intelligent of students is highly correlated to the school related l2 learning but not its functional communication. Aptitude as second aspects is closely related to the intelligent. To be successful in learning, students need to figure out their own style of learning best; that is what third aspect refers to. Personality and anxiety are different form from applying correct learning style. They are more individual than social.
- 2) In the current report, Daniels, Lili & Joel stated that some theories have proven that personality significantly influence the successfulness someone's achievement in learning second language.

Personality consists of several variables and they are found different from one person to another. Eysenck's in Zoltan book mentions there are Big Five Models of Personality, they are:

1. extraversion with introversion,
2. neuroticism and emotionality with emotional stability
3. conscientiousness,
4. agreeableness, and
5. openness

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Fantasy (imaginative)

Individuals who are open to fantasy have a vivid imagination and an active fantasy life. They daydream not simply as an escape but as a way of creating for themselves an interesting inner world. They elaborate and develop their fantasies and believe that imagination contributes to a rich and creative life.

b. Aesthetics (artistic)

High scores on this scale have a deep appreciation for art and beauty. They are moved by poetry, absorbed in music, and intrigued by art. Their interest in the arts leads them to develop a wider knowledge and appreciation than that of the average individual.

c. Feelings

Openness to feelings implies receptivity to one's own inner feelings and emotion and the evaluation of emotions as an important part of life. High scores experience deeper and more differentiated emotional states and feel both happiness and unhappiness more intensely than do other. Low scores have somewhat blunted affect and do not believe that feeling state is of much important.

d. Ideas (curious)

Intellectual curiosity is an aspect of openness that has long been recognized. This trait is seen not only in an active pursuit of intellectual interests but also in open mindedness and a willingness to consider new, perhaps unconventional ideas. Openness to ideas does not necessarily imply high intelligence, although it can contribute to development of intellectual potential. High scores enjoy both

philosophical arguments and brain teasers. Low scores on this scale have limited capability and if highly intelligent, narrowly focus their resources on limited topics.

e. Action (wide interests)

Openness is seen behaviorally in the willingness to try different activities, go to the new places, or eat unusual foods. High scores on this scale prefer novelty and variety to familiarity. Low scorers find change difficult and prefer to stick with the tried and true.

f. Values (unconventional)

Openness to value means the readiness to re-examine social, political, and religious values. openness to value may be considered the opposite of dogmatism.

3. The Correlation Between Students' Openness Personality and Their Listening Comprehension

The majority findings from previous studies about openness have reported that students' level openness was positively correlated to listening comprehension (Schuerger & Kuna in Ghaemi., 2015, p.19). The students high in openness must be taking advantage of their wider range of interests and inspiration for new information and learning resources.

According to Ceri (2016, p.7), openness personality can free themselves from practical concerns to appreciate a strong passion for aesthetic experiences including art and listening comprehension. Several studies have attempted to identify the personality correlates of academic achievement by Dorney (2008, p.20).



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Openness personality contributes to listening comprehension. Openness has been shown to have a positive correlation with standardized measures of knowledge and achievement (Ackerman & Heggestad, 1997) and is modestly correlated with cognitive ability. Listening comprehension determines the academic of students to a great extent. Both listening and academic achievement are interrelated on each other, in Kaul (2017, p. 1987). It means the teachers may understand their students better and can provide more suitable and specific helps for their students. That is important to understand the relationship between students' openness personality and their listening comprehension.

Based on the explanation above, the researcher can conclude that openness personality can give contribution to students' listening comprehension. Moreover, openness personality is needed for students to encourage their achievement in the learning process.

B. Relevant Research

According to Syafi'i (2016, p.102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. There are some researches that have been conducted and they are relevant to this research paper, such as:

Firstly, a research was conducted by Soraya hakimi, Elaheh Hejazi, Masoud Gholamali Lavasan in 2011 in Department of Educational Psychology and Counseling, University of Tehran, Iran, entitled: "The Relationships Between Personality Traits and Students' Academic Achievement". This research is a

correlation design with analysis of regression. The research findings showed Openness to Experience Personality was positively related to academic achievement.

Secondly, a research was conducted by Farid Ghaemi, Farzaneh Sabokrouh in 2014 in Islamic Azad University, Karaj, Iran, entitled: “The Relationship between Personality Traits and Metacognitive Listening Strategies among Iranian EFL Learners”. This research used the standardized Five Factor Model (FFM) of personality by Costa and McCrae. To investigate the relationships between personality traits and metacognitive listening strategies using the NEO PI –R for personality traits and the Metacognitive Awareness Listening Questionnaire for metacognitive listening strategies, Pearson’s r correlations were computed. Out of the five domains focuses on openness ($r = .368, p < .001$) were significantly correlated to the overall strategy use. The research finding of this current study showed that openness was significantly positively correlated to metacognitive listening strategy.

Yet, In this research, entitled, The Correlation between Students’ Openness Personality and Their Listening Comprehension at Vocational High School Telkom Pekanbaru, uses one of the big five dimensions of personality which is Openness to Experience Personality. This research was conducted in order to know whether there is any significant correlation between individual differences by openness personality and academic.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

C. Operational Concept

In this operational concept, the researcher would like to clarify the literature reviewed in order to avoid misunderstanding about this research. According to Syafi'i (2014, p. 103), "Operational Concept is a concept that guides the reader to avoid misunderstanding. The variables investigated should be clearly and operationally defined into simple words, so that they can be easier measured".

This research is a correlational research in which focuses on gaining the correlation between students' openness personality and their listening comprehension. there were two variables used namely openness personality as Independent variable (variable X) and listening comprehension as dependent variable (variable Y).

In this research, the researcher concludes several indicators to be operational concept as stated by Costa and McCrae's in Zoltán Dörnyei (2008, p.15) and John & Srivastava (1999). It is as follows:

1. Openness Personality (Variable X)
 - a. Students have an active fantasy life.
 - b. Students have a deep appreciation for art and beauty
 - c. Students receive to one's own feelings and emotion
 - d. Students accept new ideas
 - e. Students have wide interest
 - f. Students open to social, political, and religious values
2. Listening Comprehension (Variable Y)

To know the students' listening comprehension of the eleventh grade at Vocational High School Telkom Pekanbaru, the researcher determined some

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

indicators of listening as suggested by Nation & Newton (2009, p.46) which is similar to the indicators in syllabus from the school, the indicators of listening are:

1. Students are able to identify the figure in daily activities that they heard
2. Students are able to respond some expression in the conversation
3. Students are able to understand some expressions in the conversation
4. Students are able to understand the specific information in the short text listened
5. Students are able to recognize vocabulary used in narrative text

D. Assumption and Hypothesis of the Research

a. Assumption

In this Research, the researcher's assumes that the higher the students' openness personality is, the higher the students' listening comprehension will be.

b. Hypothesis

Ho = There is no significant correlation between students' openness personality and their listening comprehension at Vocational High School Telkom Pekanbaru.

Ha = There is a significant correlation between students' openness personality and their listening comprehension at Vocational High School Telkom Pekanbaru.