

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

There are four skills in English that have to be mastered by students, they are: listening, speaking, reading and writing. Listening is one of the receptive skills in English. According to Vandergrift (1999) in Kassem (2015, p. 153), to comprehend spoken language or listening, coordinating sounds, vocabulary, grammatical structures, and background knowledge are needed. It is necessary to pay attention to the things above in comprehending listening. Pertaining to the statement, Flowerdew & Miller (2005, p. 30) note that there are several factors that should be established in comprehending listening, such as phonology, syntax, semantic and pragmatic.

As one of the language skills, listening holds the important roles. How well someone listens has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation in order to avoid misunderstanding. Considering the importance of listening in English education environment, Brown (2001, p. 247) had said that listening is a major component in language learning and teaching.

In teaching learning process at Indonesian schools, listening ability is categorized as the first language skill that should be mastered by students.

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Surely, in learning process, listening has a big influence on the students' success in comprehending about the explanation from their teacher. According to Nation & Newton (2009, p. 38), in language learning, listening is the way of learning the language that gives the learner about information from which to build up the knowledge necessary for using the language.

There are many factors that influence students' comprehension in listening. One of them is self-efficacy. According to Bandura (1997, p. 3), self-efficacy is defined as a judgment about one's ability to organize and execute the courses of action necessary to attain a specific goal. In other words, self-efficacy is the belief in one's own ability to successfully accomplish something. People who have a low sense of efficacy for accomplishing a task may avoid it; those who believe they are capable should participate readily. Individuals who feel efficacious are hypothesized to work harder and persist longer when they encounter difficulties than those who doubt their capabilities. In other words, if the students have high positive self-efficacy about their learning English as a foreign language, they will have the power and more efforts to reach high achievement. On the other hand, students with low self-efficacy feel that they do not have the power and consider they can't do anything when they find the difficulties when learning English, especially in listening.

Islamic Senior High School Darul Hikmah is one of the schools in Pekanbaru city. Similar to the other schools in Indonesia, this school uses School Based Curriculum (KTSP) as guidance in teaching and learning

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process. As a formal education institution, this school also presents the English subject to their students, especially listening skill. As stated in the School-Based Curriculum (KTSP) of SMA, the goals of teaching listening are to understand the meaning of interpersonal and transactional oral discourse, in formal and informal, in the form of Recount, Narrative, Procedure, Descriptive, News Items, Reports, Analytical Exposition, Hortatory Exposition, Spoof, Explanation, Discussion and Review, in the context of everyday life. From several goals of teaching listening stated before, it is clear that listening ability needs many aspects that should be mastered by the students in order that the listening activity will work effectively as demanded by the curriculum.

Based on the preliminary study of the researcher on January 5th, 2017 at Islamic Senior High School Darul Hikmah by doing interview with the English teacher, the researcher asked about the condition of the students when they learnt English, especially in listening. The teacher used many ways to teach them such dictation or playing some videos or audios, but some students had problems and difficulties in learning English, especially in listening; their listening skill was still very far from what actually curriculum expected. When the teacher gave listening task, some of the students did not feel confident with their listening ability. There were still several students who asked their friends about the material. They tended to avoid the difficult task without trying their best to finish it. It made them copy the results of their friends without using their own ability. For instance, the score of 80 as

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the Criterion of Minimum Passing Grade (KKM) of listening comprehension was not achieved by almost of students.

There must be some factors which cause the students' problems as mentioned above. The researcher believes that the students' problems may come from internal and external. But, in fact, the researcher found there were several students who had high belief in their ability, but their listening comprehension was low. It was based on the researcher's interview with some students about their belief in their ability when encountering listening activity. And after that the researcher asked their English teacher about their score. So that, the researcher assumed some of the students had different problems. Most of these problems are closely related to psychological factors that have determined effects on language learning, specifically listening comprehension, so affective factors have crucial roles to know the existence of listening comprehension itself. In teaching and learning process, motivation becomes an important role to determine the students' success. Motivation is enhanced when students perceive they are making progress in learning. In turn, as students work on tasks and become more skillful, they maintain a sense of self-efficacy for performing well. If students are motivated, whether it comes from inside or outside, surely their desire to learn will come and it can appear self-efficacy.

This problem can clearly be seen based on the some phenomena of the researcher's preliminary observation as follows:

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1. Some of the students were not able to identify or recognize well what they listened about.
2. Some of the students were not able to make the inference what they heard about.
3. Some of the students were not able to classify the clues of the listening material.
4. Some of the students had high self-efficacy, but their listening comprehension was low.
5. Some of the students did not believe in their ability when listening to audios.
6. Some of the students tended to avoid the difficult tasks without trying their best.
7. Some of the students did not realize that to master listening skill needs to apply a good self-efficacy.

From the problems depicted above, it is obviously seen that there is a stronger correlation between motivation (self-efficacy) and students' listening comprehension. Because, the existence of self-efficacy itself is related to students' motivation. According to Tabrizi & Saeidi (2015, p. 159), self-efficacy becomes the high importance factor in students' achievements including their listening comprehension ability. In other words, the beliefs that individuals hold about their abilities and outcome of their efforts influence the great ways how they will behave to determine the success of children in learning listening comprehension. Therefore, the researcher wants

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to associate between self-efficacy of students and their listening comprehension.

Based on the problems depicted above, thus, the researcher is interested in investigating the problems above into a research entitled: **“THE CORRELATION BETWEEN STUDENTS’ SELF-EFFICACY AND THEIR LISTENING COMPREHENSION AT THE ELEVENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL DARUL HIKMAH PEKANBARU.”**

B. The Problems

1. The Identification of the Problem

To make the problem of this research clearer, the problems of this research are identified as follows:

- a. Why were the students not able to identify or recognize well what they listened about?
- b. Why were the students not able to make the inference what they heard about?
- c. Why were the students not able to classify the clues of the listening material?
- d. Why did the students have high self-efficacy, but their listening comprehension was low?
- e. Why did the students not believe in their ability of listening comprehension?

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- f. Why did the students tend to avoid the difficult tasks without trying their best?
- g. Why did the students not realize that to master listening skill needs to apply a good self-efficacy?

2. The Limitation of the Problem

Based on the identification problems stated above, the researcher limits the problem of this research to students' self-efficacy (their belief about their ability) and their listening comprehension (understanding the material and information when listening to narrative audio) at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, the research questions are formulated in the following questions:

- a. Is there any significant correlation between students' self-efficacy and their listening comprehension at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru?
- b. How is the students' self-efficacy at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru ?
- c. How is the students' ability in listening comprehension at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru ?

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C The Objectives and Significance of the Research

1. The Objectives of the Research

Based on the research questions above, the objectives of this research can be stated as follows:

- a. To find out the students' self-efficacy at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.
- b. To find out the students' ability in listening comprehension at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.
- c. To find out whether there is a significant correlation between students' self-efficacy and their listening comprehension at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

2. The Significance of the Research

- a. Hopefully, these research findings are able to benefit the researcher as a novice researcher learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable especially for students and teachers of English at Islamic Senior High School Pekanbaru to be consideration in their teaching and learning English in the future.
- c. These research findings are also expected to be positive information, especially for those who are aware of teaching and learning English as a foreign language.

- d. These research findings are also expected to be the practical and theoretical information to the development of the theories on English language teaching.

D. The Reasons of Choosing the Title

There are some reasons why the researcher is interested in carrying out his research:

1. The title of this research is relevant to the researcher's status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilities the researcher in conducting this research.

E. The Definition of the Terms

1. Correlation

According to Richards and Schmidt (2010, p. 139), correlation is a measure of the strength of the relationship or association between two or more sets of data. In addition, correlation is the relationship between two or more variables, or mutual relationship between two or more things. However, in this research correlation is a design of the research to correlate between two variables (X and Y). Variable X is referring to students' self-efficacy and variable Y is referring to listening comprehension of eleventh grade students at Islamic Senior High School Darul Hikmah Pekanbaru.

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2. Self-Efficacy

According to Bandura (1977) cited in Nasrollahi & Barjasteh (2013, p. 1838), self-efficacy is as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance. However, in this research self-efficacy is the eleventh grade students' belief on their capabilities in listening comprehension at Islamic Senior High School Darul Hikmah Pekanbaru.

3. Listening Comprehension

According to Richards & Schmidt (2010 p. 344), listening comprehension is the process of understanding speech in a first or second language. Listening comprehension is not just about hearing what the native speaker said; surely it is the ability to understand the meaning of the words or sentences. It means that listening comprehension is an exercise which involves an activity to listen to particular conversation, or the audio of what native speakers said that trains students to understand the meaning and the information. However, in this research listening comprehension is the eleventh grade students' understanding about the material and information when they do listening activity at Islamic Senior High School Darul Hikmah Pekanbaru.