

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In English there are four skills that should be mastered by the students such as speaking, reading, writing, and listening. Through listening, the people can get much information about what they want and hear. Listening is one of the skills that should be mastered by students because they need to understand what the speaker means when they use particular words in particular ways. Buck (2001) stated that listening comprehension is a complex process. An active process has been to construct the meaning by applying knowledge of the incoming sound.

Listening is one of the most important activities that students engaged in (Dale and Wolf, 2006). Many knowledge disciplines in English have encouraged students to understand and even comprehend what they listen to. River and Weaver in Idham Saputra (2014) stated that people listen twice as much as speak, four times more than read, five times more than write. A child before being able to speak, he or she should listen to the sound of the language around him or her then tries to repeat the sound until he or she is able to say those words. Thus, listening is very crucial that is required first than other skills.

As a matter of fact, motivation is a very crucial aspect of human life in the field of teaching and learning process. Yang (1999) stated that the components of the motivational dimension are learners' self-efficacy, their

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emotional reactions, their attitudes to FL learning, and their beliefs about the importance of learning a second language. Based on the description, one of the important motivations is learners' self-efficacy. Bernhard in Rahimi (2009) pointed out the concept of self-efficacy "as learners" beliefs are about their abilities to accomplish a task. If people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start.

State Senior High School 4 Pekanbaru is one of schools that uses Curriculum 2013. In Curriculum 2013, it is stated that one of the objectives of English subject included in Senior High School is listening. Based on Curriculum 2013, the goals of teaching listening in senior high school are to identify the social function and language features, and interpreting the meaning in listening task.

Based on the researcher's preliminary study conducted at the school on October 2016, it was clear that some of the students still had difficulties in learning English, especially in listening. The students' listening comprehension was still far from the curriculum expected. It could be identified from the range of the students' passing grade at State Senior High School 4 Pekanbaru. The students' passing grade was 78. Yet, some of the students could not reach the students' passing grade at the school, although

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many efforts done by the teacher to motivate the students in learning English especially listening.

The problems above were caused by some internal and external factors that came from the students themselves. One of the factors was self-efficacy. Many researchers through different studies are concerned with affective variables that play important roles in affecting listening comprehension. The affective factors have been becoming debatable matters in the field of EFL/ESL that may not be ignored.

As suggested by Rahimi an Abedi (2014) success in language learning in general and listening in particular may not just be related to the type instruction learners receive, the skills they acquire or strategies they apply. Research affective factors and motivation show that other internal factors like internal feeling confidence can affect learning achievement. One construct that has received considerable often in this regard is self-efficacy or belief in one's capabilities to organize and execute the courses of action required to produce given attainment (Bandura, 1997).

Based on teaching and learning process that have been done at state senior high school 4 Pekanbaru the researcher found that the students' listening comprehension was still low. Just particular students could recognize the purpose of what the speaker said. Although the teacher had taught listening in a good way, some of the students still had inadequate ability to catch the meaning of the monologue text. Thus, those problems can be seen in the following symptoms below:

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1. Some of the students have difficulties in listening comprehension.
2. Some of the students unable to understand several words spoken in English.
3. Some of the students still have lack of vocabulary.
4. Some of the students have difficulties in identifying the purpose of short monologue.
5. Some of students still have low interest in listening.

Based on the symptoms explained above, it is necessary to conduct a research entitled: **“The Relationship between Students’ Self-efficacy and Their Listening Comprehension at The First Year Students of State Senior High School 4 Pekanbaru”**.

**B. The Problems****1. Identification of Problem**

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

- a. What made the students have the difficulties in listening comprehension?
- b. What made the students unable to understand several words spoken in English?
- c. What made the students still have lack of vocabulary?
- d. What made the students had difficulties in identifying the purpose of short monologue?
- e. What made the students still have low interest in listening?

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## 2. Formulation of Problem

Based on the problems limited above, the problems will be formulated into following research questions:

- a. How is the students' self-efficacy at the first year of state Senior High School 4 Pekanbaru?
- b. How is the students' listening comprehension at the first year of state Senior High School 4 Pekanbaru?
- c. Is there any significant relationship between students' self-efficacy and their listening comprehension at the first of state Senior High School 4 Pekanbaru?

## 3. Limitation of Problem

Based on the problems identified above, the study focused on the cause-effect relationship between the students' self-efficacy and their listening comprehension.

## 2 The Objective and the Significant of the Research

### 1 The Objectives of the Research

- a. To find out how the students' self-efficacy at the first year students of state Senior High School 4 Pekanbaru.
- b. To find out how the students' listening comprehension at the first year students of state Senior High School 4 Pekanbaru.
- c. To find out whether there is relationship between students' self-efficacy and their listening comprehension at the first year students of state Senior High School 4 Pekanbaru.

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## 2. The Significant of the Research

- a. This research is beneficial 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 requirements to finish the researcher's study in State Islamic University Sultan Syarif Kasim Riau.

## D. Definition of Terms

The following terms are given to make the readers have the same perceptions for some terms used in this project paper. It is important to clarify the terms in order to avoid misunderstanding. The terms here are defined as follows:

### 1. Relationship

According to Oxford Advance Learner's Dictionary 8<sup>th</sup> Edition, Relationship is the way in which two or more things are connected. As in the title of this research and the purpose of the research, the researcher wants to know about the connection between the two variables. The relationship between two variables is where variable X (Students' Self-Efficacy) influence the variable Y (Students' Listening Comprehension). Therefore, if the students have higher self-efficacy, their listening comprehension will be higher too.

### 2. Self-efficacy

Self-efficacy refers to "an individual's judgment about his or her ability to accomplish a given task or activity. Self-efficacy is a

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much more consistent predictor of behavior than any of the other closely related variables (Bandura, 1997).

### 3. Listening Comprehension

Listening comprehension is an active and conscious activity where the listener interprets the meaning of spoken words by using contextual information and their prior knowledge. Listening comprehension in simple words is someone's ability to understand what the speaker says as well as able to repond or answer the speaker's utterance (Nihey, 2002).

## E. The Reasons for Choosing the Title

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

1. The problems of this research were interesting and important to be searched because it relates to the problem that is faced by students.
2. This research was relevant to the researcher as students of education and teacher training faculty as well as an English of teacher to be.
3. Through this research, the researcher wants to know the students' self-efficacy and their listening comprehension.