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CHAPTER I INTRODUCTION

A. Background of the Problem

Listening and Reading are receptive skills, however listening was become a focus of the reseach. Fauzana (2014:6) said that listening includes paying attention to the person speaking, so they can also pick up on body language, gestures, expressions, and other non-verbal clues to help the listeners understand what the speaker is saying. As stated by Underword (1989:1), listening is also the activity of paying attention to and trying to get meaning from something we hear. So the listener have to work out to catch the meaning that the speaker said in particular words and occasions.

According to Nunan (2003:24), Listening is very active, because the people who is 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 very real sense they are “creating meaning” in their own minds. As stated by Brown (2001:248), Listening is an important skill through which language learners internalize linguistic information, which is the first step in the process of language communication. Based on the theories above, listening comprehension is people’s capability in process of information, furthermore, listeners analyze what they hear and interpret it on their knowledge of the topic. Listeners must be able to process what they hear in real time so that they do not get misunderstanding in comprehending the meaning.



Vocational High School Telkom is one of the vocational school in Pekanbaru which used Standard Based Curricullum (KTSP). In formal situation, English subject was twice a week with duration of a time 45 minutes for one meeting. Based on the curriculum, the goals of Listening is the students are expected to be able to respond the meaning in formal transactional and interpersonal conversation in the daily life. On the other hands, to reach the goal of the curriculum demanded, the students are to have ability in English interaction both formal and informal situation. The Standard Minimum Score (KKM/Kriteria Ketuntasan Minimum) for English subject (Writing, Speaking, Reading, and Listening) is 75.

In the activities of teaching and learning process in SMK Telkom, the teacher asked the students to listen to what the teacher explained, listen to conversation by using audio, listen to their classmate. As stated by Fauzana (2014:1), the learners should make listening become a habit to listen to audio books, podcasts, news, songs, and to watch videos and films in the foreign language. In studies, people listen for as much as 45%, speak 30%, read 16%, and write 9%. From the percentage above, people prefer listen to others (speak, read, and write).

Based on the preliminary study that the researcher had done by interviewing the English teacher, name; Dewi Astuti, S. Pd. She taught listening comprehension by asking the students to listen to some audios. However, the students not only could not understand about the pronunciation by a native speaker, but also they did not understand what the speaker said. Therefore, the teacher had to have strategy by dictating a text in every day,



then, the students had to write down what they had heard. However, it was still not successful because when the teacher assessed their writing after listening, there were many mistakes in their words.

Metacognitive in the learning process usually done by the students. Sometimes the teacher asked the students to listen to a story many times until they can understand the meaning of the story then the teacher asked them to retell the story in front of the class. Some of them had understood the story, they can tell in difference words than others.

Based on the explanation above, the students still got difficulties in listening comprehension. The students' difficulties could be seen as follows:

1. Some of the students were difficult to catch the meaning and the purpose of listening material.
2. Some of the students had limited vocabulary.
3. Some of the students were difficult in responding the information the listened.
4. Some of the students were difficult in making sentence about what they heard.

Based on the some symptoms, the researcher was very interested in investigating a research project entitle: **“The Correlation between Students’ Metacognitive Knowledge and Their Listening Comprehension at Vocational High School Telkom Pekanbaru”**.

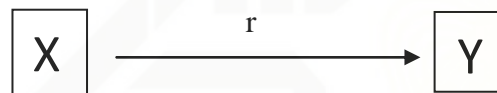
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B. Definition of the Term

1. Correlation

As stated by Hartono (2008:75), correlation is relationship between two or more variables. Creswell (2012:338) stated that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Kind of this research is cause and effect correlation, it means that variable X influences variable Y. In this research, metacognitive knowledge influences listening comprehension.



2. Metacognitive Knowledge

According to O'malley (1990:230), Metacognitive knowledge is knowledge of one's cognitive processes related to learning and the cognitive processes of others. Metacognitive is learners' knowledge and control of their listening processes.

3. Listening Comprehension

Listening is an essential aspect of communicative competence and the most frequently used language skill, Richards in Ratebi's journal (2013:141). Listening is an active process by which the listeners receive, construct meaning from, and respond to spoken and nonverbal messages, Fauzana (2014:4).



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C. Problem of the Research

1. Identification of the Problem

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

- a. What were the causes of some students difficulty to catch the meaning and the purpose of listening material?
- b. What were factors that make some of the students had limited vocabulary?
- c. What were the causes of some students difficulty in responding information in listening material?
- d. What were the causes of some students difficulty in making sentence on listening material?

2. Limitation of the Problem

Because of limited time, the researcher was considering the limitation of the research to the correlation between students' metacognitive knowledge and their listening comprehension at Vocational High School Telkom Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated some questions in the following, such as:

- a. How is the students' metacognitive knowledge at Vocational High School Telkom Pekanbaru?



- b. How is the students' listening comprehension at Vocational High School Telkom Pekanbaru?
- c. Is there any significant correlation between students' metacognitive knowledge and their listening comprehension at Vocational High School Telkom Pekanbaru?

D. 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 how the students' metacognitive knowledge at Vocational High School Telkom Pekanbaru.
- b. To know how the students' listening comprehension at Vocational High School Telkom Pekanbaru.
- c. To find out significant correlation between students' metacognitive knowledge and their listening comprehension at Vocational High School Telkom Pekanbaru.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully, this research finding is able to give beneficial to the researcher in learning how to conduct a research.
- b. These research finding are also useful and valuable for teacher as a way to help in process of learning activities, for students are expected listening to the English audio often.

- c. The research findings are not perfect yet, so the researcher is expected to the next researcher who will conduct students' metacognitive knowledge to do it better and complete this thesis.

E. Reasons for Choosing the Title

1. The title of this research had not been research yet.
2. The title was relevant with the writer to carry out this investigation either to sector of found, time, or location.
3. To get real data about the correlation between students' metacognitive knowledge and their listening comprehension.

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