

**THE CORRELATION BETWEEN READING COMPREHENSION AND
LISTENING SKILL OF THE ELEVEN GRADERS OF SMA NEGERI 11
PALEMBANG**

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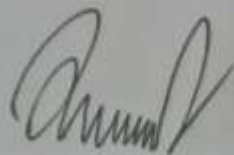
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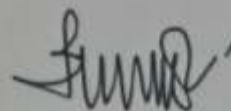
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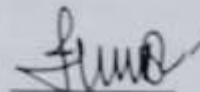
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PERNYATAAN

Saya yang menyetakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembalasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata didalam baskah skripsi ini dapat dibuktikan terdapat unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik saya yang saya peroleh (S-1) dibatalan, serta diproses suestuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

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Mahasiswa



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ABSTRACT

The aim of this study was to find out whether or not there was significant correlation between reading comprehension and listening skill. The population was the eleven grade students with the total 316 students from 10 classes at SMA 11 Palembang. To the sample of this study, intake sampling technique was implemented. There was 39 students as a sample from class eleven 1. The data were selected from students reading comprehension and listening skill. In analyzing the data, correlation analysis was used. Based on the statistical analysis, it was found that the correlation coefficient or the *r-value* (0.033) with significant coefficient (p-value) was 0.842, which was higher than 0.05. It means that significant value (2-tailed) was higher than alpha value ($0.842 > 0.05$). It could be concluded that there was a significant correlation between students' reading comprehension and listening skill. Since the pearson correlation coefficient was 0.033, it indicated that there was very high correlation between students' reading comprehension and listening skill.

CHAPTER I

INTRODUCTION

``The Correlation between Pronunciation Ability and Listening Ability of the Seventh Graders of SMP Srijaya Negara Palembang

INTRODUCTION

1.1 Background

Now days, English as a global language, has become an international language. People around the world learn it in order to be able to communicate with each other to establish harmonious relationship in the field of politics, economics, science, technology and culture. Language refers to oral and written medium that are used to communicate with one another. On the other hand, English has a lot and positive influence.

As a global language, English plays an important role in communication both in written and oral forms. Language as a tool of communication has an important role to reveal an intention of someone and people will able to express their thought and feeling through communication (Darwanto, 2007, p.2). On the other hand, English is not only a tool for communication but also to express human feeling.

As an international language, English must be learned and mastered by students. This is also in Indonesia, where English is integrated in part of the curriculum and started at third grade of elementary in 2006 curriculum or called KTSP and first grade of junior high school in curriculum 2013. But now English is not only taught at school, that there are so many private schools that have taught English. They use English as a medium in teaching and learning process. It shows that some students who study English as a foreign language are unable to use English in oral practice. English especially in listening, is given lack of

pronunciation exercises. The students also lack of practicing English in daily activities especially in listening pronunciation.

According to “*Kurikulum Muatan Lokal Pendidikan \menengah Pertama*”, Departemen Pendidikan dan Kebudayaan Provinsi Sumatera Selatan (1996: p, 4), the goals of teaching in the junior high school are as follows:

- A) To give students a knowledge of vocabulary and simple English structures, reading ability, and speaking ability related to objects and environment.
- B) To enable the students to communicate actively in English or at least display some general understanding of English.

Pronunciation has been viewed as skill in second language learning that is most resistant to improve and therefore the least useful to learn nowadays. Welsler (1999, p.1) states that pronunciation tends to be emphasized in language learning, an explicit instruction in this aspect of language is considered as representing outmoded educational.

Sometimes, in junior high school, students make mistake when they pronounce some English words. For example, the word “car”, they (the students) pronounce it by /kear/ not /kar/. However, pronouncing the English sound is not always easy, the sound that we hear and the letter we see on the paper are different. Nasr (1997, p11) cited in Dixo and Pow (2002, p.87), describes some discrepancies between pronunciation and sounds in English.

Pronunciation is the way or ways in which a unit of language that probably be spoken by person qualified by education or otherwise to be speakers worth of imitation (Webster, 2003: p.4). Moreover, based on American Heritage Dictionary (1999, P.1) pronunciation is defined as a way of speaking word, especially a way that is accepted or generally understood.

There are four skills of a language a namely listening, speaking, reading, and writing. Listening skill is considered as the basic skill that needs to be

improved since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is different from hearing. Hearing is a physical ability while listening is a skill. Listening means paying attention and making an effort to process what you heard. In other words, listening skill allows you to understand what someone is talking about. Rivers (1981. p.18) states that listening is not a passive skill, nor even, as traditionally been believed, a receptive skill. Listening is a creative skill, in order to comprehend the sound falling on our ears, it take the raw material of words, and the rise and fall of the voice, and from this material we create a significance.

Listening is one of the most important skills needed in school in order to understand what the teacher said. James (1992.p.4) states the time spent in communicating is divided into approximately 50% listening, 25% speaking, 15% reading and 10% for writing. It means that listening is an important part of learning English as second language. On the other hand, Ur (1996, p.111) says that there are some difficulties that students face in learning listening: have trouble with sounds, have to understand every words,cannot understand fast and natural native speech, need to hear things more than once, find difficulty to keep up, and get tired. Another problem in learning listening is that the student have no control over the speed at what they are hearing and they cannot go back and rewind to listen again. Although, in the listening class materials are recorded and can be played again, it is usually under the control. Rixon (1986, p.37), states that the speed at which native speakers usually speak, students feel that the teacher ask the students to listen to the overall message and forgot about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard.

The fact shows that there are some students who have more time and chances in listening English than the others, it results the difference of their pronunciation. So, the writer wants to find out at SMP Srijaya Negara (Palembang).

Russel and Russel in Hasyuni (2006, p.2) also say that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ur (1996, p.9) says that there are some student's difficulties in learning listening: getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired.

The writer chooses SMP Srijaya Negara Palembang because the writer has ever taught at the first grade at SMP Srijaya Negara on PPL (*Teaching practice program*). The writer found that students ability in listening and students pronunciation were still low. In listening, there is no media to support teaching and learning process, such as tape recorder, so the teacher just pronounced word by word, therefore, based on the problems above, the writer is interested to find out any correlation between pronunciation ability and listening ability of seven grade at SMP Srijaya Negara Palembang.

1.2 Problem of the Study

In relation to the background above, the writer formulates a research questions as follows: "Is there any significant correlation between pronunciation ability and listening ability of seventh graders of SMP Srijaya Negara Palembang?".

1.3 Objective of the Study

Based on the research problems above, the objective of this study is to find out whether or not there is a significant correlation between students' pronunciation ability and their listening ability of seventh graders of SMP Srijaya Negara Palembang.

1.4 Significance of the Study

There are some benefits of this study

1. Students

This research may motivate students to improve their interest on listening English since the find out that learning English is not always difficult to learnt. Student's improvement of interest in learning English will help them master in English well.

2. Teacher

To give the teacher a description about how to teach and motivate the students to learn about English especially in pronunciation and listening skill ability, they would not be stuck in only some particular teaching strategies. The use of media will make the students more enjoy following the lesson and more interest for them.

3. The writer

By doing this research, the writer hopes that it is a beneficial for him to enlarge his knowledge about teaching pronunciation and listening at the first grade of SMP SrijayaNeraga Palembang.

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