

CHAPTER 1

INTRODUCTION

A. Background of the Problems

In this millennium era, the presence of English in many areas of life has become even more inevitable. Therefore, English has been an integral part of the Indonesian curriculum for decades. The importance of English was outlined in the 1996 GBPP where “English is the first foreign language to be considered as an important language for acquiring and developing science and technology to establish good relations with other countries”. There are four indispensable skills for learning English, namely listening, speaking, reading and writing. Among these four skills, listening has become one of the most important skill to master.

Listening is an important skill that can help students understanding lesson and receiving information along as the goal of language teaching. According to Yavuz and Celik (2017:9) listening covers a significant portion of the input and serves as an important agent in the learning process. Additionally, listening comprehension is essential for the acquisition of language input. As such, improving students’ acquisition competence will certainly become the mission for many schools in Indonesia. Listening skill is one of skills in English to deep learn.

Perception is the process of selecting, receiving, organizing, and interpreting information from the external environment to make it meaningful to people. According to Hong in Juhairiyah et al (2022:71) stated



that perception is somebody supposed about they learn to assess how their view toward using something, whether they agree or not about they learn. It can be conclude that the students had their own belief toward something that they catch form teaching and learning process and how they extend toward it.

“If students have good perception, then student achievement will be better” (Ningsih, 2019:84). In teaching learning activities, students’ perception give positive impact on the quality of interaction and communication. It is indicated that if the individual has a good view of something or other people, it will also benefit him/herself. In this research, the researcher interest to identify the students’ perception on the listening class at SMAN 1 Tembilahan .

According to the researcher's observations during PPL, several problems occurred in the continuity of English language learning, namely insufficient motivation to learn English, which reduced students' enthusiasm for learning English, and insufficient vocabulary. Students’ fear of listening unfamiliar words, accent and being nervous when listening is certainly a problem that needs to be addressed.

The researcher wants to find out about the students perception with listening English at eleventh grade of SMAN 1 Tembilahan. That’s why this research is conducted.





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B. Identification of the Problem

Based on the background of the problem, the problem is identified into the following identification:

1. Students are less of motivation in listening English.
2. Students feel nervous and scared to listen English in the class.
3. Students are less of vocabulary makes them difficult to listen.
4. Students' listening score are under 50.

C. Limitation of the Problem

In this research, the researcher limits this research on the students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan

D. Research Question

Based on the limitation of the problem above, the research question of this research can be identified as follow: "How is students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan?"

E. The Purpose of the Research

The purpose of the research is to find out how is the students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan.

F. The Significances of the Research

Basically, there are two kinds of research significances the theoretical significance and the practical significance. The significances are as follows :

1. Theoretical Significance

The research result will enrich existing English theory and can be a reference for further researches.

2. Practical significance

Hopefully the result of this study will be of benefits to students accustomed to listening English, English teacher preparing course, and efforts for the development of language learning and teaching in schools. The researcher conducted this study to understand the perceptions of students of SMAN 1 Tembilaan towards listening English. As a description of whether the English listening implementation is able to support listening English of students.

G. Definition of the Key Term

There are so many terms involved in this research. In order to avoid misunderstanding the terms used, the following terms need to be defined:

1. Students' Perception

According to Ningsih (2019:2) "perception is the way students perceive and interpret something seen or felt". So, the perception in every individual is different depend on the way they interpret it. Students' perception is the student's way of looking at something that he/she sees or feels and then interprets it.

In this research, the students' perception focusing on their perception of listening English in the classroom.



2. Listening English

According to Hijriyah (2016:1) hearing and listening are nearly the same. Further investigation reveals that these two terms have distinct meanings. Hearing is the process of taking in sounds from the environment without giving much thought to their meaning or message. On the other hand, listening is the act of hearing with comprehension and focus on the sound's meaning and message. So, the listening process includes hearing, whereas hearing does not necessarily mean listening.

In this research listening English is focus on the students material when they are learning in the classroom.



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