

THE CORRELATION BETWEEN MOTIVATION AND LISTENING PROFICIENCY OF THE SECOND-YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS RIAU

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Abstract: *This research aims to find out the correlation between motivation and listening proficiency of the second-year students of English Study Program of FKIP Universitas Riau. The sample of this research is one class consisted of 38 students. The class was chosen by using Cluster Random Sampling Technique. There were two data collected in this research which were the data of motivation and listening proficiency. The motivation data was gained by using Attitude/Motivation Test Battery (ATMB) questionnaire by Gardner and the listening proficiency data was gained by holding Test of English as Foreign Language (TOEFL) Preparation – Listening Section. The results show that the motivation of the population is categorized in “good” level and the listening proficiency of the population is “poor” level. Another result shows that there is a correlation between students’ motivation and their listening proficiency to the tune of 31%. In other words, the students’ motivation affects their listening proficiency.*

Key Words: *Correlation, Motivation, Listening Proficiency*

KORELASI ANTARA MOTIVASI DAN KEMAHIRAN MENDENGAR OLEH SISWA TAHUN KEDUA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi antara motivasi dan kemahiran mendengar dari siswa tahun kedua Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Sampel dalam penelitian ini adalah satu kelas yang terdiri atas 38 siswa. Kelas ini dipilih dengan teknik pengambilan acak daerah. Ada dua macam data yang diambil dalam penelitian ini yaitu data motivasi dan data kemahiran mendengar. Data motivasi didapatkan menggunakan angket Attitude/Motivation Test Battery (ATMB) oleh Gardner dan data kemahiran mendengar didapatkan dengan menyelenggarakan Test of English as Foreign Language (TOEFL) Preparation – Listening Section. Hasil dari penelitian ini menyatakan bahwa motivasi dari populasi berada pada tingkat “baik” dan kemahiran mendengar berada pada tingkat “buruk”. Hasil lain penelitian ini menunjukkan bahwa terdapat korelasi antara motivasi siswa dan kemahiran mendengar siswa sebesar 31%. Dengan kata lain, motivasi siswa mempengaruhi kemahiran siswa dalam mendengar.

Kata Kunci: Korelasi, Motivasi, Kemahiran Mendengar.

INTRODUCTION

There are four language skills which are acquired to be comprehended by students, especially who are majoring in English, in mastering English language. One of the skills is listening skill. Unfortunately, many students confessed that they were having difficulties in learning listening. The obstacles were lack of vocabulary mastery, unfamiliar with the accents, or even cannot keep up with the speed of speaking. Because of these reasons, it is said that students are becoming inattentive to listen to English. This could be a serious matter in mastering the language. There are several factors why students have difficulties in comprehending listening, which include; bad quality of recorded materials, unfamiliar and restricted vocabulary, poor grammar, and problems of length and the speed of listening.

Motivation is one of many factors that has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Harmer (1991) states that motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals.

Motivation seems to be a vital role in teaching and learning process. It gives great influence for students to encourage themselves to learn eagerly. Hamalik (1995) says that it is also as a director for students to conduct activities to reach their goals. Bo wang (2009) also considers that motivation is one of the important factors that influence English learning achievement. According to him, in order to help the students to maintain a proper strength in English learning, motivation is very necessary for the teachers in the daily teaching procedure by encouraging students to be more attractive in teaching and learning process.

Motivation was chosen by the researcher to be observed because teachers should know that motivation is one of the most supporting factors to improve students' educational achievement. Therefore, this research was conducted to know students' motivation in learning listening and to confirm whether there is any correlation between students' motivation in learning listening and their listening proficiency by the title "*The Correlation Between Motivation and Listening Proficiency of the Second-year Students of English Study Program of FKIP Universitas Riau*".

METHODOLOGY

Participants of the Research

The participants of this research were the second-year students of English Study Program of FKIP Universitas Riau. A class of 38 students were chosen by using Cluster Random Sampling Technique.

The Data Collecting Technique

The researcher distributed motivation questionnaires consisted of 30 statements to the sample students to get students' motivation value. To get the value of students' listening proficiency, a test was held by the researcher. The test was carried out to the students once after the students answering the questionnaires. It was the listening section of TOEFL Preparation Test.

The Data Analysis Technique

The students' motivation data were gained by distributing questionnaires. The questionnaires were assessed by Likert scale rating. This scale rating had five options. They are: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Each option also had score based on the Likert Scale Rating below:

Table 1. Likert Score Rating

Option	Score	
	Favourable	Unfavourable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

The value then converted to the scale 1 – 100. The value then categorized into 5 categories based on Arikunto's (1997) students' motivation category. The categories defined as follows:

Table 2. The Classification of Students' Motivation

Num	Range Score	Categories
1	$80 \leq P \leq 100$	Very Good
2	$65 \leq P \leq 79.99$	Good
3	$55 \leq P \leq 64.99$	Fair
4	$40 \leq P \leq 54.99$	Poor
5	$0 \leq P \leq 39.99$	Very Poor

The students' listening proficiency was calculated in range 1-100. The score then categorized into 5 categories based on Harris (1974). The categories are defined as follows:

Table 3. Classification of Students' Listening Proficiency

Num.	Range Scores	Category
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Poor
5	0 – 20	Very Poor

All of the data above were analyzed by using the formula of correlation product moment to know the correlation between students' motivation and their listening ability: The students' motivation is X variable and students' listening ability is Y variable. The correlation product moment is one of techniques commonly used to seek the correlation between two variables. The data will be measured using Statistical Package for the Social Sciences (SPSS) 23.0 program. To determine the criteria of correlation, the researcher used the interpretation of number correlation as suggested by Sugiyono (2009).

Table 4. Interpretation of Number Correlation r_{xy} Product Moment

Magnitude "r" Product Moment	Interpretations
0.00 – 0.02	Very Low Correlation
0.20 – 0.40	Low Correlation
0.40 – 0.70	Fair Correlation
0.70 – 0.90	Strong Correlation
0.90 – 1.00	Very Strong Correlation

Research Findings

Based on the results of the questionnaires, the second-year students of English Study Program of FKIP Universitas Riau's motivation can be described as follows:

Table 5. The Interpretation of the Data of Students' Motivation

Num.	Range Score	Category	Frequency	Percentage (%)
1	$80 \leq P \leq 100$	Very Good	3	7.9
2	$65 \leq P \leq 79.99$	Good	22	57.9
3	$55 \leq P \leq 64.99$	Fair	12	31.6
4	$40 \leq P \leq 54.99$	Poor	1	2.6
5	$0 \leq P \leq 39.99$	Very Poor	0	0.0
Total			38	100

Based on the table, it can be seen that from 38 students, 3 students (7.9%) are in *very good* level of motivation, 22 students (57.9%) are in *good* level, 12 students (31.6%) are in *fair* level, and the other 1 student (2.6%) is in the *poor* level. There is no student that categorized in *very poor* level. Therefore, it can be concluded that the overall, the second-year students of English Study Program of FKIP Universitas Riau has a *good* motivation.

Students' listening proficiency value is gained from the result of the students' TOEFL Preparation Test – Listening Section. The result is portrayed as follows:

Table 6. The Interpretation of the Data of Students' Listening Proficiency

Num.	Range Score	Category	Frequency	Percentage (%)
1	81 – 100	Excellent	0	0
2	61 – 80	Good	0	0
3	41 – 60	Mediocre	10	26
4	21 – 40	Poor	27	71
5	0 – 20	Very Poor	1	2.6
Total			38	100

Based on the table above, there are no students in the *excellent* and *good* category. 10 students are categorized in *mediocre* category, 27 students are categorized in *poor* category, and 1 student is in *very poor* category. So, it can be determined that overall, the second-year students of English Study Program of FKIP Universitas Riau are *poor* in listening proficiency.

The correlational value was determined using Pearson Product Moment formula. The result of the calculation is presented in table below.

Table 7. Correlation Analysis

		Motivatio n	Listening
Motivatio n	Pearson Correlation	1	.557**
	Sig. (2-tailed)		.000
	N	38	38
Listening	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the correlation value of the second-year students of English study program of FKIP Universitas Riau's motivation and listening proficiency is 0.557. In which it can be said the correlation between the two variables is a positive correlation. Based on the interpretation by Sugiyono (2009) which has been mentioned in the previous chapter, if the correlational value is between 0.40 and 0.70, it can be confirmed that the two variables has a "Fair Correlation".

Table 8. Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.531	10.712		-.703	.487
	Motivation	.621	.155	.557	4.022	.000

a. Dependent Variable: Listening

As stated in the table above, the significance value is 0.00, in which is less than 0.05. Therefore, it can be concluded that there is a correlation between the two variables.

Table 9. Determination Coefficient Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 ^a	.310	.291	7.567

a. Predictors: (Constant), Motivation

b. Dependent Variable: Listening

From the table above, it can be seen that the determination coefficient value (R square) is 0.310. Therefore, it can be concluded that the motivation, as the independent variable, has 31% contribution in the second-year students of English study program of FKIP Universitas Riau's listening proficiency. From that point it can also be concluded that 69% contribution of students' listening proficiency is gained from other factors.

DISCUSSIONS

This study is purposed to acknowledge whether there is a correlation between motivation and listening proficiency of the second-year students of English study program of FKIP Universitas Riau. The researcher had collected the data of both variables, motivation, and listening proficiency. One class of 38 students had been taken as a sample class. The class was chosen by Cluster Random Sampling technique. They were asked to fill out questionnaire of 30 statements in which was done to measure their motivational level. Right after the students finished filling out the questionnaire, the students had TOEFL test – listening section only because this research was intended to determine their listening proficiency.

Based on the motivation questionnaire results, 3 students (7.9%) are claimed to have a *very good* motivation. 22 students (57.8%) are stated to have *good* level of motivation. 12 students (31.6%) are categorized to have *mediocre* motivation level and only one student is said to have a *poor* level of motivation. The maximum score that is

gained is 91 out of 100, and the minimum score is 51 out of 100. The average of the score is 68.87, in which it is confirmed that the motivation value of the second-year students of English Study Program of FKIP Universitas Riau is categorized in the *good* level.

For students' listening proficiency, no students are categorized to have an *excellent* and/or *good* listening proficiency. 10 students (26%) are stated in the *mediocre* category, 27 students (71%) are classified in *poor* category, and 1 student is sorted in *very poor* category. The maximum score gained is 54 out of 100 and the minimum score is 20 out of 100. The average score gained is 35.26, in which, it can be declared that the second-year students of English Study Program of FKIP Universitas Riau is in *poor* category.

Based on the data analysis by using SPSS 23.00 program, it can be confirmed that there is a positive-fair correlation between the students' motivation and their listening proficiency, taken from the correlation coefficient value of 0.557 and interpreted based on Sugiyono (2009)'s interpretation of correlation. The contribution of motivation to students' listening proficiency is 31%, meanwhile 69% of students' listening proficiency is the contribution of other factors.

Based on the description above, it can be concluded that there was a correlation between students' motivation and their listening proficiency. From this point, it can be said that motivation defines as a trustworthy predictor of students' ability and proficiency.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the motivation data analysis, it can be confirmed that the motivation of the second-year students of English Study Program of FKIP Universitas Riau is in the *good* level with the average score of 68.87. The highest contribution comes from the students' desire with the percentage of 16.3% and the lowest contribution comes students' attitude with the percentage of 12.9%.

Based on the listening proficiency data analysis, the listening proficiency of the second-year students of English Study Program of FKIP Universitas Riau is classified to have a *poor* listening proficiency with the percentage of 71%.

Based on the data analysis, it is confirmed that there is a significant correlation between motivation and listening proficiency of the second-year students of English study program of FKIP Universitas Riau. Beside motivation, there are still other factors aside from motivation that influence students' listening proficiency, taken from the determination of coefficient that stated the contribution of motivation is 31% in students' listening proficiency. Therefore, it also can be concluded that students' motivation plays an important role in determining students' listening proficiency.

Suggestions

This research is expected give contribution for lecturers and teachers/ Lecturers and teachers must have ways to improve students' motivation in order to improve the listening proficiency. They are expected to improve their students' motivation especially in comprehending listening skill because motivated students will concentrate on teaching and learning process more than those who are not and they will enjoy studying given by the teachers and lecturers.

Based on the result, the lowest contribution comes from the second-year students of English Study Program of FKIP Universitas Riau's attitude. By this research, the students are required to improve their motivation through their attitude toward the subject, since it is believed that the change of motivation affects the result of their listening proficiency.

This research can be used by other researchers who intend to dig more about the effect of motivation in students' language proficiency. It is better to largen the sample or population of the research to obtain a more-accurate results.

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