



The Correlation between Students' Learning Motivation and Their Listening Comprehension

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ABSTRACT

Based on the preliminary research, it was found that the eleventh grade students at senior high school 1 Kateman Indra Giri Hilir get difficulties in listening. It can be seen some of students were not able to express their ideas of speaker. The aimed of the research was to find out the correlation students' learning motivation and their listening comprehension of the second grade at the senior high school 1 Kateman Indra Giri Hilir. The design of this research was correlational research design. The population was the second grade students at Senior High School 1 Kateman Indra Giri Hilir. Because of large, the researchers took the sample was selected by using simple random sampling technique. In getting the data, the researchers gave questionnaire and test, and analyzing the data by using person product moment calculated by SPSS 16.0 program. After analyzing the data, the result of sig.t.0.000 is smaller than 0.05 ($\text{sig} \leq 0.05$). It could be stated that H_a (alternative hypothesis) was accepted. In other words, there was a significant correlation between students' learning motivation and their listening comprehension of the Senior High School 1 Kateman Indra Giri Hilir.

Keywords : Learning Motivation, Learning Comprehension

INTRODUCTION

Listening is one of the language skills that should be mastered by students in language learning. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive,

we can listen to and understand things at a higher level than we can produce. Listening is the ability to identify and understand what others are saying including understanding speakers' accent or pronunciation, grammar and vocabulary, and grasping the meaning. Listening is not as easy so people thing about. Meaning that, in the listening process, the listeners should focus on what they listen.

Listening is important because the listeners can learn new information

through listening. Besides that, sometimes we have difficulties in listening information from others by using our mother tongue. So, listening is included in receptive skill. The process of listening involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning. In listening, a listener should be capable of doing these four things simultaneously.

Senior High School is one of the senior high school in Indra Giri Hilir which used Standard Based Curriculum (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 goal 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 minimum criteria achievement for English subject (Writing, Speaking, Reading, and Listening) is 75.

In the reality activities process of teaching and learning in Senior High School 1 Kateman, INHIL. The teacher asks the students to listen what the teacher explain, listening conversation by using audio, and listen to their classmate. Howatt and Dakin in Fauzana (2014:1) said that learners should makes 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 another (speak, read, and write).

Based on the researchers' preliminary observation at SMAN 1

Kateman Indragirihilir, which is one of the educational institutions in Kateman Indragirihilir that used Standard Based Curriculum (KTSP) in the process of teaching and learning. The English teacher, name; Desi Putra S.Pd mentioned that only 15% of the 32 students get enough category. And also only 10% of the 32 students get good categories. Meaning that, only 6 students get enough categories, and also only 4 students get good categories in English subject especially in listening comprehension and 22 other students get less categories.

Besides, there were some students still had low in listening comprehension. It had been shown from students' attitude and behaviors, such as some of students not only couldn't understand about pronunciation by a native speaker, but also they didn't understand what the speaker said. 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. Thus, those problems can be seen into the symptoms below:

1. Some of the students were not catch the meaning and the purpose of the listening material.
2. Some of the students have lack of vocabulary in learning process listening.
3. Some of the students are difficult to respond to the information they listened.
4. Some of students often made mistakes in answering the listening questions.

The researchers are interested to investigate about two variables above, they are students learning motivation and listening comprehension into a research.

METHOD

The design of this research is correlational research. Creswell (2012:338) correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. From the definition above, it is clear that the purpose of the correlation study is to find out whether there is a correlation between two or more sets of data. It means that that we have to examine the correlation of dependent variable and independent variable.

This research was conducted at Senior High School 1 Kateman Indragirihilir. It is located on Pendidikan Street. Kab Indragirihilir. This research was conducted On May 2017.

This subject of this research is the eleventh grade students at Senior High School 1 Kateman Indra giri hilir and the object of this research was the correlation between students' learning motivation and their listening comprehension.

The population of this research was eleventh grade students of Senior High School 1 Kateman Indragirihilir. The total number of population was 128 students divided into 4 classes. Because the population was large, so the researcher used simple random sampling. Gay (2012:131) stated that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selecting for the sample. Arikunto (2006:134) stated that if the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students', the sample can be taken between 10-15% or 20-25% or more. According to Creswell (2012:142) sample is a subgroup of the target

population that the research plans to study for generalizing about the target population. So, in the research considered that the population was large. Based on the statement above, the researcher considered taking 40 students as sample of the research. The reason is because the researcher takes 30% from 128 students. So, 40 students will be taken as a sample.

In order to collect the data in the research, the researcher used questionnaire and test. Questionnaire was used to know the students' learning motivation. Test was used to know the students' listening comprehension.

RESULT

In analyzing the result of the test, the researchers used descriptive analysis by analysis the score of two variables through SPSS 16.0 program. From the score of the students' learning motivation, the researchers obtained further analysis description about the students' learning motivation, the following table presents it.

Descriptive Statistic of Students' Learning Motivation

		Learning Motivation
N	Valid	40
	Missing	0
Mean		70.30
Median		0
Mode		0
Std. Deviation		7.566
Variance		57.241
Range		0
Minimum		50
Maximum		87
Sum		0

The table above explains that the mean of the students' learning motivation was 70.30. the category of students' learning motivation of the eleventh grade students' at senior high school 1 Kateman Indragirihilir, was enough level. The variance was 57.241 standard deviation was 7.566, minimum score was 50 and maximum score was 87.

From the students' listening comprehension score, the researchers obtained further analysis description about the students' listening comprehension. The following table presents it.

Descriptive Statistics of Students' Listening Comprehension

	Listening Comprehension
N Valid	40
Missing	0
Mean	69.25
Median	0
Mode	0
Std. Deviation	10.411
Variance	108.397
Range	0
Minimum	50
Maximum	90
Sum	0

The table above explains that the mean of the students' listening comprehension was 69.25. the category of students' listening comprehension of the eleventh grade at senior high school 1 Kateman Indragirihilir, was enough level. The

variance was 108.397 standard deviation was 10.411, minimum score was 50 and maximum score 90.

To know whether or not there is a correlation between students' learning motivation and their listening comprehension, the researchers used Pearson correlation analysis. It can be seen in the following table:

Correlation Result
Correlations

	Learning Motivation	Listening Comprehension
Learning motivation	Pearson Correlation 1	.745**
	Sig. (2-tailed)	.000
	N	40
Listening comprehension	Pearson Correlation .745**	1
	Sig. (2-tailed)	.000
	N	40

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

The table above, the variable of correlation coefficient of the students' learning motivation and listening comprehension =0.745, sig. (2-tailed) = 0.000. the probability score sig. (2-tailed) is 0.000 < 0.05. as explained in chapter III, if p<0.05, Ha is accepted. The probability score or sig value (2-tailed) is 0.000<0.01. if p<0,01, Ha is accepted.

CONCLUSION

Based on the findings above, it can be confidence that learning motivation is one of the factors which influences students' listening comprehension of the eleventh grade students at senior high school 1 kateman

Indragirihilir. The English teacher is suggested to concern more on students' learning motivation and their listening comprehension and also on the other affective variables that could have contribution to improving students' comprehend in listening text. The students' should improve their comprehending in listening text. At last, these findings are also expected to be a reference for further researcher that concern on students' motivation in listening text and learning comprehension.

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