

**THE CORRELATION BETWEEN STUDENTS' LISTENING
COMPREHENSION AND THEIR PERCEPTION OF LISTENING
TEACHING MATERIALS**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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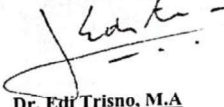
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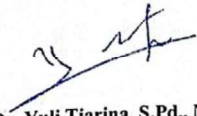
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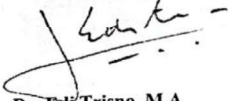
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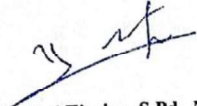
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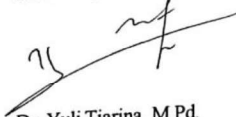
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ABSTRACT

The most significant problems with students' listening include difficulties comprehending accents, speaking speed, and limited vocabulary. Teaching materials that are relevant to student's interests might help them comprehend listening more effectively, as seen by their perceptions. This research aims to find out the correlation between students' listening comprehension and their perceptions of listening teaching materials. The sample consisted of 52 students from the Department of English Education at Universitas Negeri Padang in 2022 who had completed advanced listening courses and were chosen using cluster random sampling. The research instrument comprises the final exam score and questionnaire findings, which were analyzed using SPSS 25 for Windows and Pearson Product Moments. The findings reveal a sign (2-tailed) of $0.18 < 0.05$, showing a significant correlation between the variables. As a result, these findings show a positive relationship between students' listening comprehension and their perception of listening teaching materials. This research highlights the need for a multifaceted approach in designing listening teaching materials and the importance of considering factors such as students' motivation, interest, and the overall quality of teaching to maximize listening comprehension and general teaching effectiveness. The implications of these findings reinforce the urgency to develop holistic learning approaches to improve the effectiveness of language teaching.

Keywords: Correlational, Listening Comprehension, Students' Perception, Teaching Materials

ABSTRAK

Masalah yang paling signifikan dalam mendengarkan siswa meliputi kesulitan memahami aksen, kecepatan berbicara, dan terbatasnya kosa kata. Bahan ajar yang relevan dengan minat siswa mungkin membantu mereka memahami mendengarkan dengan lebih efektif, seperti yang terlihat dari persepsi mereka. Penelitian ini bertujuan untuk mengetahui korelasi antara pemahaman menyimak siswa dan persepsi mereka terhadap bahan ajar menyimak. Sampelnya terdiri dari 52 mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Negeri Padang tahun 2022 yang telah menyelesaikan mata kuliah listening tingkat lanjut dan dipilih menggunakan cluster random sampling. Instrumen penelitian berupa nilai ujian akhir dan temuan angket yang dianalisis menggunakan SPSS 25 for Windows dan Pearson Product Moments. Temuan menunjukkan tanda (2-tailed) sebesar $0,18 < 0,05$, yang menunjukkan adanya korelasi yang signifikan antar variabel. Hasilnya, temuan ini menunjukkan hubungan positif antara pemahaman mendengarkan siswa dan persepsi mereka terhadap bahan ajar mendengarkan. Penelitian ini menyoroti perlunya pendekatan multifaset dalam merancang bahan pengajaran mendengarkan dan pentingnya mempertimbangkan faktor-faktor seperti motivasi siswa, minat, dan kualitas pengajaran secara keseluruhan untuk memaksimalkan pemahaman mendengarkan dan efektivitas pengajaran secara umum. Implikasi dari temuan ini memperkuat urgensi untuk mengembangkan pendekatan pembelajaran holistik untuk meningkatkan efektivitas pengajaran bahasa.

Kata Kunci :Korelasi, Pemahaman Mendengarkan, Persepsi Siswa, Bahan Ajar

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Sincerely

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening has long been regarded as one of the most important talents for language learning since it is the most regularly utilized language ability in daily life. The fact that listening plays a leading role in communication is well-reflected by the overall time spent communicating, in which "listening takes up 40-50%, speaking 25-30%, reading 11-16%, and writing about 9%" (Mendelsohn, as stated in Gilakjani and Ahmadi, 2011). On the other hand, listening is often regarded as one of the most challenging abilities for EFL students to master since it requires extra attention and concentration to absorb speakers' words as Rost (1990) said, listening, as the act of turning spoken words to meaning in the mind, is a multidimensional process in which several things occur simultaneously in one's brain.

Despite the challenging that listening comprehension presents for students, it remains an essential ability for efficient learning. According to Hogan et al. (2016) learning to comprehend spoken language is critical for students to absorb complicated concepts, follow directions, and participate in meaningful discussions. Students may improve their listening comprehension to better remember knowledge, build connections between concepts, and have a greater grasp of the subject. Furthermore, listening comprehension is inextricably related

with other language abilities, making it an essential component of language ability.

According to Alimin (2019), the quality of teaching materials is one of the key factors in helping students improve their listening comprehension. Lecturers should provide a wide range of materials that address diverse learning styles and demands, such as audio recordings, videos, podcasts, and interactive exercises. These resources should be designed to challenge students and encourage them to participate actively in the curriculum. Furthermore, lecturers should allow students to develop their listening abilities through regular listening activities and conversations. Lecturers may assist students in overcoming their listening comprehension issues and build a deeper grasp of the subject matter by employing a variety of teaching materials.

In recent years, there has been an increase in the use of genuine listening materials from internet sources such as YouTube, British Council, ExamEnglish, and others. According to (Kumar and Tammelin (2014), he researched YouTube and stated that YouTube was used to improve the listening skills of EFL students in Indonesia. Similarly, Refai (2019) found that using authentic listening materials from YouTube.com, such as English films, music shows, news, and comedy, showed positive attitudes and good perceptions among EFL students in Indonesia. From this research, it can be seen that authentic listening materials reflect a significant realization of the need to introduce EFL learners to real-life uses of English and enable them to interact with a variety of accents and speaking styles, ultimately enhancing their listening comprehension.

Using listening teaching materials from internet sources can improve EFL students' listening skills. However, there are potential problems in using various listening teaching materials. Based on preliminary observations and personal experience in listening, one of the most common challenges that students often experience in understanding the material presented at speaking speed is when students listen to most of the material using their natural speaking speed, which may be too fast to do. Only a few students understand it. Then, there is difficulty understanding accents, where students have difficulty understanding the various English accents used in listening teaching materials. Apart from that, poor audio quality where there is still background noise in the audio can also weaken the effectiveness of listening comprehension. Apart from that, for the students themselves, limited vocabulary and sentence structure in the language can hinder understanding. Then, there is the problem of not being able to concentrate due to several reasons, one of which is because the topic is not interesting. This can result in a decrease in understanding and overall performance in comprehending the information presented.

Based on the abovementioned problems, Wilson (2008) stated that good listening teaching material must be differentiated into content and delivery. Content must be relevant, varied and entertaining in order to attract the attention of listeners. On the other hand, delivering material involves aspects such as audio quality, speaking speed, and the accent used. In dealing with the diversity of students, lecturers have the responsibility to select listening teaching materials that are not only relevant to the needs of various types of students but also able to

improve their overall listening abilities. Therefore, material selection must be careful, referring to the syllabus and lesson plan, to ensure that the material selected is appropriate to the learning objectives and students' skill level. By paying attention to the balance between content and delivery, lecturers can effectively select listening teaching materials that is not only appropriate but also interesting, thereby significantly increasing the effectiveness of listening learning.

In the context of using teaching materials, choosing suitable teaching materials based on student perception is crucial for effective learning. Research by Fachrunnisa et al. (2023) highlighted the need to properly understand students' perceptions, especially when they access YouTube videos to listen to extensive English learning materials during distance learning. The research results show that students tend to choose teaching materials based on their perceptions, and listening activities for a long time can support English language learning effectively. Hence, it is advisable for educators to closely consider students' perceptions when choosing listening teaching materials. By taking into account students' individual preferences and interests, educators have the opportunity to craft learning experiences that are both captivating and pertinent to students, thus amplifying the efficacy of their learning.

Moreover, the research by Sekeon et al.(2022) emphasizes the significance of perception in listening learning. Perception is crucial in how individuals receive, interpret, and understand sensory stimuli, such as language input, during listening activities. The researchers highlight that perception involves sensing the stimuli and organizing and interpreting them to create a mental image and grasp of

the content being listened to. Understanding students' perceptions towards different learning media, such as English songs, can provide valuable insights into how they engage with and benefit from these resources in improving their listening skills. By acknowledging the role of perception in listening comprehension, lecturers can tailor their teaching methods to enhance students' learning experiences.

Students' perceptions play an important role in their learning experience. Based on Mazgon and Stefanc (2012), student perceptions are the key for educators in assessing the effectiveness of the material presented in class. Lecturers need to understand how students see the authenticity, relevance and interest of the material being studied. When students feel that the material being taught is authentic, relevant to their daily lives, and interesting, they tend to be more interested and motivated to engage in learning. This is because relevant material will be more easily absorbed and understood by students, while the interest that arises makes them more active in the learning process. Therefore, ensuring that the material taught is appropriate to students' perceptions and needs is an important step in increasing learning effectiveness.

According to some experts above, perception is critical in learning. How students perceive and interact with listening teaching materials, such as media used to learn English, can substantially impact their ability to interpret spoken language. Gilakjani and Sabouri (2016) stated that perceiving and interacting with listening teaching material may be demonstrated in students' emotional and cognitive responses to the information they get from listening learning.

Furthermore, in research from Rahayu and Apriyanti (2017), students' perceptions can impact their motivation, engagement, and identification of learning obstacles necessary for efficient language acquisition. The way students perceive listening learning materials can affect how much they engage and enjoy learning, and since listening comprehension is crucial in language acquisition, understanding how students perceive listening teaching materials, which is one of the factors influencing it, becomes essential for enhancing learning outcomes. Hence, researchers aim to explore the relationship between students' listening comprehension and their perceptions of listening teaching materials.

Several researchers have carried out research regarding the correlation and perception of listening teaching material. First, from Bunau (2023), “The Correlation between Student’s Perception and Comprehension Achievement of the English Language Derivational Morphology.” This research study by Eusabinus Bunau explores the correlation between students' perception and achievement in understanding English derivational morphology. The study involved distributing questionnaire statements to 62 third-semester students of the English Language Education Study Program at Tanjungpura University. The data collected from the survey and mid-test scores were analyzed quantitatively and qualitatively to draw conclusions about the relationship between students' perception and comprehension achievement in the subject. The findings indicated a perception index of 52.53%, categorized as 'I get it,' highlighting the importance of understanding how students perceive and achieve in linguistic studies. Secondly, from Ni’amah and Kristanti (2022), “Students' Perception of Listening

Material in Extensive Listening.” The research discussed in the document focused on students' perception of listening material in extensive listening classes. Data was collected through interviews with students using WhatsApp, and they were allowed to choose their listening material. The students preferred videos with clear pronunciation, high-quality audio, exciting images, and common vocabulary used in daily life. The researcher concluded that material choice plays a crucial role in developing fluency in listening skills and that students' involvement in selecting the material enhances their motivation in class. The third research is, “Students' Perception of Listening Materials at University“ by Siradjuddin and Yahrif (2021). This research aimed to evaluate students' perception of listening materials in the English education program at Megarezki University of Makassar, Indonesia, using a qualitative approach with data collected through questionnaires and interviews from 10 students. The findings indicated that students generally held positive opinions of the listening materials, expressing excitement and motivation in learning English. However, it was noted that the selection of listening materials should consider students' age, ability, and needs, as well as the clarity of pronunciation, suggesting potential areas for improvement in the design and implementation of listening materials within the program.

Previous research has explored various aspects of students' perceptions of learning materials and their understanding in specific contexts. For example, research on the correlation between students' perceptions of English derivational morphology material and the achievement of language comprehension has highlighted the relevance of perception to specific understanding in applied

linguistics. Meanwhile, other studies explored students' perceptions of listening materials in university settings and extensive listening contexts. However, this research is conducted to explore the relationship between students' listening comprehension and their perceptions of listening teaching material. Thus, this study offers a new contribution by highlighting the importance of perception in listening language learning and how their comprehension can influence students' perception, providing deeper insight into the factors that influence the effectiveness of listening teaching and learning. For example, Rahman et al. (2023) highlight the need for further research on lecturers' perspectives in teaching listening skills to target learners. In addition, Lele (2019) examined the types of media used by instructors in teaching English and students' perceptions of these media but did not explicitly discuss the correlation between students' listening comprehension and their perceptions of listening teaching materials. Therefore, new research is needed to fill this gap by looking at the relationship between students' listening comprehension and their perceptions of listening teaching materials. The population that was studied consisted of students who had recently completed an advanced listening course. This implies that by concentrating on students who have completed advanced level listening courses, this research can go further into the complexities of listening comprehension and how students' perception of the material influences their knowledge, resulting in a more thorough understanding of the subject and this research has the potential to be informative. which is useful for students, English lecturers and other researchers..

B. Identification of the Problem

Based on the above background, researchers identified many problems related to listening teaching. Several main problems students face in listening, ranging from difficulties in understanding accents and speed of speech to limited vocabulary and sentence structure. Apart from that, poor audio quality where there is still background noise in the audio can also weaken the effectiveness of listening comprehension. Apart from that, for the students, limited vocabulary and sentence structure in the language can hinder understanding. Then there is the problem of being unable to concentrate for several reasons, one of which is that the topic is not interesting. These challenges underscore the complexity of improving listening comprehension and the importance of understanding how students perceive and interact with instructional materials. Therefore, investigating the correlation between students' listening comprehension and their perception of listening teaching materials is essential for developing strategies that address this problem in English language teaching.

C. Limitation of the Problem

The limitation of this research is that the researcher needs to find out the correlation between these two variables and focus on the students' listening comprehension and their perception of listening teaching materials.

D. Formulation of the Problem

According to the limitation of the problem, the writer could formulate the problem, "Is there any significant correlation between the students' listening comprehension and their perception of listening teaching materials?"

E. Purpose of the Research

The researcher focused on this research's background and problem identification, limiting the problem by determining the relationship between students' listening comprehension and their perception of listening teaching materials.

F. Significance of the Research

According to the findings of the research, it is projected to provide the following benefits:

1. For other research:

Studying the relationship between students' listening comprehension and perceptions of listening teaching materials might give useful insights for future research. It can assist researchers in planning studies to investigate this relationship further, perhaps leading to the creation of more effective teaching methods and materials focused on enhancing students' listening skills.

2. For students:

Understanding this relationship can help students understand the necessity of listening teaching materials. It can encourage kids to use

more effective listening tactics and take responsibility for their learning experience, resulting in better listening comprehension.

3. For lecturers:

This research can inform lecturers about the factors that influence students' perception of listening teaching materials. By recognizing the significance of providing clear context and supplementary information, lecturers can adapt their teaching approaches and materials to better meet their students' needs. This can enhance the effectiveness of their teaching and contribute to students' comprehension.

G. Definition of Key Terms

- 1) Listening Comprehension: Listening comprehension refers to a learner's ability to understand and interpret spoken language in various contexts.
- 2) Listening Teaching Material: Listening teaching materials are resources specifically designed to help students develop their comprehension skills through engaging and relevant audio content. These materials may include authentic recordings, simulated lectures, and semi-scripted listening tasks from course books, as well as interactive exercises and websites to practice listening.
- 3) Students' Perception: refers to their opinions, responses, and recognition of stimulus or information in relation to their feelings about listening teaching materials.