THE CORRELATION BETWEEN EFL'S STUDENTS LISTENING MOTIVATION WITH LISTENING ANXIETY IN INTERMEDIATE LISTENING CLASSES

Thesis

Submitted as a Partial Fulfillment of the Requirement to Obtain a Bachelor of Education in English Language Education Program

By

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2020

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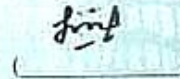
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Anxiety in Intermediate Listening Classes"**

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Abstract

Motivation has an important role in listening skills because it can make students more independent to reach their goal. This research deals with the correlation between listening motivation and anxiety of students. The purpose of this research to examine the students' listening motivation whether, it is in correlation with their listening anxiety or not. This research involved 60 students in English Department of Universitas Negeri Padang who have already taken intermediate listening classes. This study conducted in co relational research. The random sampling technique used in this research. There were used two kinds of indirectly closed questionnaire; ELCMS and FLLAS questionnaire, which contained the rating scale. The result of the study showed that they had no correlation between listening motivation and listening anxiety (r= -160). The finding of this research revealed that the high listening motivation the students had do not close probability the low listening anxiety they had. It was also possible they had a high listening anxiety.

Keywords: *motivation and listening motivation, anxiety, listening anxiety, intermediate listening*

Sinta C.H. (2020). Hubungan Kecemasan Menyimak dan Motivasi Menyimak di Kelas Menyimak Menengah

Abstrak

Motivasi memiliki aturan penting dalam keterampilan menyimak karena dapat membuat siswa lebih mandiri untuk mencapai tujuannya. Penelitian ini membahas tentang hubungan antara motivasi menyimak dan kecemasan menyimak siswa. Tujuan dari penelitian ini untuk menguji motivasi menyimak siswa dan apakah itu berkorelasi dengan kecemasan menyimak mereka atau tidak. Penelitian ini melibatkan 60 mahasiswa Jurusan Bahasa Inggris Universitas Negeri Padang yang telah mengikuti kelas intermediate listening. Penelitian ini dilakukan dalam penelitian korelasional. Pengambilan sampel secara acak digunakan dalam penelitian ini. Digunakan dua macam kuesioner tertutup tidak langsung; Kuesioner ELCMS dan FLLAS yang berisi skala penilaian. Hasil penelitian menunjukkan bahwa tidak ada hubungan antara motivasi menyimak dan kecemasan menyimak ($r = -160$). Hasil penelitian menunjukkan bahwa motivasi menyimak yang tinggi pada siswa tidak menutup kemungkinan rendahnya kecemasan menyimak yang mereka miliki. Tetapi mungkin juga mereka memiliki kecemasan menyimak yang tinggi.

Kata kunci: motivasi dan motivasi menyimak, kecemasan, kecemasan menyimak, menyimak menengah

ACKNOWLEDGEMENTS

Foremost, I would like to express my sincere gratitude to my advisor Dra. Aryuliva Adnan, M.Pd for the continuous support of my study, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my study.

Besides my advisor, I would like to thank to my best lecturer Leni Marlina, S.Pd, M.hum who always give me spirit and motivation to do my thesis.

My sincere thanks also goes to my parents who have give me an opportunity to make a proof that I will finish my study in the college. The greatest support and pray are never stop belonging with me. Another thanks I want to give to all of my friends who want to participate to succeed my thesis, for the stimulating discussions, for the sleepless nights we were working together before deadlines, and for all the fun we have had in the last four years.

Last but not the least; I would like to thank my family: my parents, for giving birth to me at the first place and supporting me spiritually throughout my life. Next, to my brother and sister who always give a hard advice and impulse to encourage me to be a stronger than before.

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

English is a global language which means it is the language that accepted in a country and almost be found in many aspects. By using English people can communicate well with the other people who do not come from the same country.Whenever people watch the televison, they also read the subtitle by using English. People who want to travel in any place, they will also see any signs and advertisements in English. If someone who experts in English of course they will not be afraid to go anywhere moreover the place they want to go is the part of the remote place from the foreign country. In English there are four soft skills: writing, listening, speaking, and reading.

In this research, there will be one specific skill analyzed, which is listening skill. 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. Listening, along with reading, is a receptive skill. That is, it requires the person to receive and understand incoming information. "Listening is the ability to identify and understand what others are saying including understanding speakers' accent or pronounciation, grammar, and

vocabulary, and grasping the meaning" (Howatt and Dakin 1974). Listening is not easy as people though. In the listening process, listeners should focus on what they listen. It makes the students feel anxiety for what they have listen because they do not want to get the low score in listening comprehension. In EFL listening class, the students also more feel anxious because they should give more focus on what they listen of foreign language.

There have been many researchers, who have done the research about listening anxiety, such as Gonen (2009) who discussed the relationship between FL listening anxiety and FL listening strategies. Then, Mohammadi Golchi (2012) who analyzed listening anxiety and its relationship with listening strategy use and listening comprehension. Serraj and Noordin (2013) talked about relationship EFL students' foreign language anxiety, foreign language listening anxiety and their listening comprehension. Valizadeh and Alavinia (2013) who discussed listening comprehension performance viewed in the light of emotional intelligence and foreign language listening anxiety. Ruíz (2015) talked about foreign language listening anxiety and listening performance.

Due to the listening anxiety, the students will do not know how to motivate them to learn, especially listening subject. To get the best score in listening comprehension, the first thing that the students should do are feel enjoy, fun, and not stress while they are studying in the class. This problem relate to the listening motivation that should occur in students' self. If they

reach the feeling mentioned above they will more focus on what they listen and there will be a chance to get the best score at listening class. Listening motivation is anything, which can push the students to feel not stressful or anxious when they are learning listening subject. They will feel happier and enjoy learning at the class. If the students feel anxiety, they will not focus anymore to the subject and will get the bad score in listening comprehension itself.

There have been many researches that have done the analysis toward the listening motivation and listening anxiety, such as Pratiwi et al., n.d (2000) That discussed the correlation between the students' motivation and listening skills. Next, in 2005, discussed about relationships among motivation orientations, meta-cognitive awareness and proficiency in L2 listening (Vandergrift, 2005). Then, in 2009, who talked about on the relationship between listening comprehension motivation and listening comprehension (Mambu, 2009). Next, in 2011 talked about an exploration of foreign language anxiety and English leaning motivation (Liu & Huang, 2011). In 2014, discussed about relationship between listening proficiency and motivation orientations (Harputlu & Ceylan, 2014). Another studies from Mulyadi (2017) discussed the analysis of students' listening proficiency and their motivation in meta-cognitive collaboration strategy instruction. Another research from Mózo (2017) who analyzed about relationship among the motivation, ability, and confidence. Next, Jin and Xu (2017) talked about the

correlation between second language learning motivation and learners' strategy use awareness. Next Bakti et al (2019) who analyzed the correlation between students' learning motivation and their listening comprehension. Nonetheless, there were enormous differences in the finding of the result from the researcher mentioned above, some of them talked that there was correlation between listening motivation and anxiety whether it is in positive correlation or negative correlation, on the contradictory found that between listening motivation and anxiety is no related. As the differences result in some researches about whether or not there is correlation between listening motivation and anxiety, the researcher wants to investigate and expose it, in this study, is there any correlation between listening motivation and listening anxiety of students in intermediate listening classes of English Department at Universitas Negeri Padang or not.

B.   Identification of the Problem

In EFL listening class, the students should give more attention on what they listen. This subject is difficult for the students who should be mastered it. It is because English in not their first language so they will feel worry and suspect to listen in the class. The researcher assume that this condition will make the students not feel enjoy and fun to learn anymore. It also influences their score in listening comprehension. The students should feel pleasant and lively when they are studying to avoid the bad score. Thus, the researcher

wants to recognize the anxiety of students feel and its relation with listening motivation. As listening motivation can give them any push to help them to reach their study goal especially in listening class. The researcher wants to observe whether there is a correlation between listening motivation and listening anxiety, not, whether there is positive correlation between listening motivation and listening anxiety, or not, whether there is negative correlation between listening motivation and listening anxiety.

C.   Limitation of the Problem

Based on the identification of the problem above, the researcher give more focus on the relation between listening motivation and listening anxiety of English department students in Intermediate Listening classes at Universitas Negeri Padang.

D.   Formulation of the Problem

From the limitation of the problem above, the researcher makes the formulation of the problem become "Is there any correlation between listening motivation and listening anxiety in Intermediate Listening classes of English department at Universitas Negeri Padang?"

E.   Research Question
The problem of this research devised into the following question:

How does the correlation between listening motivation and listening anxiety of students who have already taken Intermediate Listening classes at English Department in Universitas Negeri Padang?

F. Purpose of the Research

The purpose of this research represented into following:

To identify the correlation between listening motivation and listening anxiety of Intermediate Listening classes in English Department of Universitas Negeri Padang.

G. Significance of the Research

Moreover, there are so many studies have done on EFL students' listening motivation and listening anxiety but there are still show the differences of each result. Then, this research forecast to more extent and specific belong to the present proficiency in education field specifically in listening anxiety and listening motivation.

H. Definition of Key Term

1. Listening motivation: The feeling of enjoy and fun to listen in the class and not feel anxious or stress and will focus to reach the study goal, especially in listening class.

2. Listening anxiety: a sentiment set up by both intellectual and physical attitudes of stress perception, uncertainty attention and substantial development related expanded tension of listening activity.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

According to the results of statistic analyzed above, it ended that listening motivation and listening anxiety were having no correlation in intermediate listening classes, which meant that when the students had a high listening anxiety level did not close the probability they had a low listening motivation could be a high listening motivation they had. In another word, listening motivation they had was no correlation with listening anxiety they have. The analysis had done by using SPSS. The result found that the sig 2-tailed in number 0,22 which meant this number more bigger than 0,05 (the term number). Another reason found that there was no sign (*) or (**) in pearson correlation value which meant there were no correlation between listening motivation and listening anxiety.

B.   Suggestions

Based on the conclusions above, the suggestions to get the lower level of listening anxiety are explains in this following:

1. For students

Moreover the students have an anxiety level in listening class, the probably situation of a low motivation will come to them. Therefore, they should have much knowledge about the anxiety itself such as the factor or the level they have. After that, they will overcome their problem and avoid the bad score they have in listening class.

2. For lecturer

It approved for the lecturer to know which factor can cause the students anxiety. It is better if the lecturer help the students to decrease their anxiety level. Such as, one of the factors is explaining to them the clue of the instruction of each section in listening. It is like invite the students to guess what the native speaker means in one questions after listen it overall. It can help the students more relief and focus to the audio that which they listen it.

3. For the next researchers

It favored the researcher to do more research that not talks about the finding whether it is in positive or negative correlation but hoped the next researcher will find the solution to overcome the anxiety that face by the students. The next researcher also should consider the background knowledge of the student before deciding the sample to obtain an effective result.

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