



The Correlation between EFL's Students Listening Motivation with Listening 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.

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INTRODUCTION

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. In English, there are four soft skills; writing, listening, speaking, and reading. "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" (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 listened because they do not want to get the low score in listening class.

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 bt. Noordin (2013) talked about the relationship between EFL students' foreign language anxiety, foreign language listening anxiety and their listening comprehension.

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 relates to the listening motivation that should occur in students' self. Listening motivation is anything, which can push the students to feel not stressful or anxious when they are learning listening subject. 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, Vandergrift (2005) discussed about relationships among motivation orientations, meta-cognitive awareness and proficiency in L2 listening. Then, in 2009, who talked about on the relationship between listening comprehension motivation and listening comprehension. (Mambu, 2009)

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 problem of this research devised into the following question: How does the correlation between listening anxiety and listening motivation of students who have already taken Intermediate Listening classes at English Department in Universitas Negeri Padang?

METHOD

Research Design

In conducting the research, the researcher chose a quantitative as the research design, especially correlation research. Correlation research is a type of non-experimental research where the researcher deputy the data borrowed from preceding variables. The data measured by using numbers and values. There were two variables in this research; listening motivation (x) and listening anxiety (y).

Population and Sample

a. Population

The population of this research was the second year students of English department at Universitas Negeri Padang who had already taken Intermediate Listening classes. There were six classes in this population.

b. Sample

The researcher would randomly take ten students from each class from six classes of the population.

The researcher used the proportional random sampling technique in this research. Then, the random sampling technique was by using lottery technique. Everyone of the population would have the same chance as the sample, so it made the result of this research would be more reliable.

Instrumentation

a. Questionnaire

In this research, the researcher used a questionnaire as the instrumentation. There were two kinds of indirectly closed questionnaires used. First, "English Listening Comprehension Motivation Scale (ELCMS)" adopted from Hsu (2011) and

Javari (2010). Second, “Foreign Language Listening Anxiety Scale (FLLAS)” adopted from Kim (2000) and Zhao (2015). Wilson & McLean in Cohen and Morison (2007) states that a questionnaire means the collection of materials, clue, arrangement, analytical, and provisional successive to investigate.

There are two kinds of the questionnaire used in this research. The first questionnaire was to state the listening motivational level and its factors. The second one was to case level of listening anxiety itself.

a. The range of Listening Motivational Level

Table 1. Motivational Level

No	Motivational Level	Score range
1	Highest	4.50-5.00
2	High	3.50-4.49
3	Moderate	2.50-3.49
4	Low	1.50-2.49
5	Lowest	1.00-1.49

(Source: Best, 1981 and Degang’s 2010)

b. Foreign Language Listening Anxiety Level

Table 2. Level of Anxiety

No	Level	Score
1	Low	33-75 points
2	Middle	76-120 points
3	High	121-165 points

(Source: Horwitz, 2008)

Validity

Validity was the main part to do research. If the research did not have any validity of the research, it would be useless because the research need to have validity to make the instrument used become valid.

The validity used in this research is construct validity. Construct validity means what actually used in the previous study. It was easy and understood by the other similar construction. The lecturer of English Department at Universitas Negeri Padang who skillful, had been validated this questionnaire.

Reliability

Heale and Twycross (2015) say that reliability is the flexibility and endurance of analysis. It defined that the questionnaire shared to the correspondents requisite had an endurance when the questionnaire given again. The type of reliability used in this research based on Cronbach’s Alpha Standardized Item. In this research, the researcher used Cronbach Alpha through SPSS version 20.0 for measuring the reliability. The scale is (Arikunto, 2007):

Table 3. Reliability Range

Cronbach’s Alpha Score	Level of Reliability
0.0-0.20	Not reliable
0.21-0.40	Low
0.41-0.60	Moderate

0.61-0.80	High
0.81-1.00	Very high

The reliability of the English Listening Comprehension Motivation Scale (ELCMS) stated in the tables below:

Reliability Statistics

Cronbach's Alpha	N of Items
.353	24

Table 4 Reliability Statistics of ELCMS

After the calculation by using SPSS 20.0, it found that the questionnaire was highly reliable because the reliability was 0.353 with 24 items of questions. It was in the low reliability range position.

The reliability of the Foreign Language Listening Anxiety Scale (FLLAS) stated in the tables below:

Reliability Statistics

Cronbach's Alpha	N of Items
.267	22

Table 5 Reliability Statistics of FLLAS

After the calculation by using SPSS 20.0, it found that the questionnaire was highly reliable because the reliability was 0.267 with 22 items of questions. It was in the low reliability range position.

Techniques of Data Collection

For collecting the data, the researcher would give the questionnaire by using goggle form. Link of the questionnaire would distribute by contacting the leader of each class, who would distribute the link into the group's class. They must fill each item of the likert rating scales which range from strong agrees (5) into strong disagree (1). The researcher would provide the time for filling the questionnaire. After it, they would submit it. Next, the researcher counted it.

Techniques of Data Analysis

According to Bodgan (in Sugiyono, 2009: 334), data analysis is the process of sistematically searching and arranging the interview transcripts, interview record and other materials that researcher accumulate to increase understanding and to enbale the researcher to present what the researcher has discovered to others. The researcher used SPSS (Statistical Package for the Social Sciences) version 20.0 for measuring the data. The researcher started the data analysis from removed the result of respondents into Microsoft Excel by involving the value of the item which students' filled.

Next, the researcher used the SPSS first to investigate the reliability of the result of the two questionnaires. Then, the researcher analyzed the correlation between

listening motivation and listening anxiety. The first way clicked the variable view menu of SPSS and change name menu into X and Y, the decimals menu into 0, the label menu into motivation and anxiety, and the measure menu into scale menu. Next, clicked the data view and put the data made from Microsoft Excel. The last one, chose the analyze menu, clicked correlate, bivariate. There would appear the bivariate correlations display, clicked pearson, two-tailed, gave check in Flag Significant Correlations, and clicked ok. The output of correlation would show and followed the theories of correlation to decide whether there was a correlation or not.

RESULT AND DISCUSSION

Data Description, Finding, and Analysis

Data Description

The data of this research cased are the English Listening Comprehension Motivation Scale (ELCMS) and Foreign Language Listening Anxiety Scale (FLLAS).

The way to investigate the correlation between EFL's students listening anxiety with listening motivation in intermediate listening classes, the researcher had been definitely organized the issue from the two questionnaires.

a. English Listening Comprehension Motivation Scale (ELCMS)

The questionnaire used to investigate the level of motivation in students itself. The results of the analyzed data in this research showed to this following table:

Chart 1 Descriptive Statistic of ELCMS

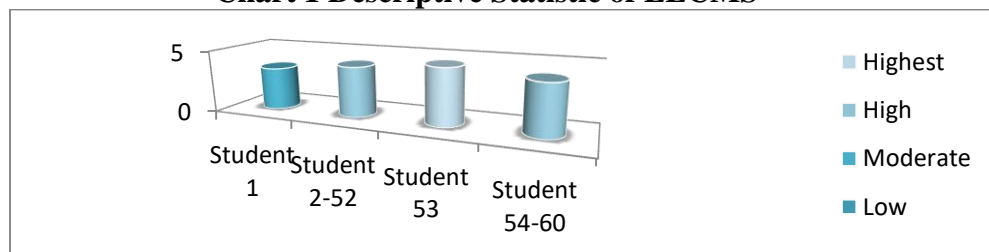


Chart 1 was description of data analyzed of ELCMS questionnaire. It stated mean ($m=98.78$) and standard deviation ($std. deviation=4.306$) which proofed that the students had the high listening motivation in studying at listening class. The data got from the questionnaire showed the range of the students of intermediate listening class were in moderate to high and highest level of anxiety motivation with 1 student in the moderate level, 58 students in the high level and the last about one student in the highest level of listening motivation.

b. Foreign Language Listening Anxiety Scale (FLLAS)

In this questionnaire showed the level of listening anxiety of the students itself from the data analyzed. It displayed in this following:

Chart 2 Descriptive Statistic of FLLAS

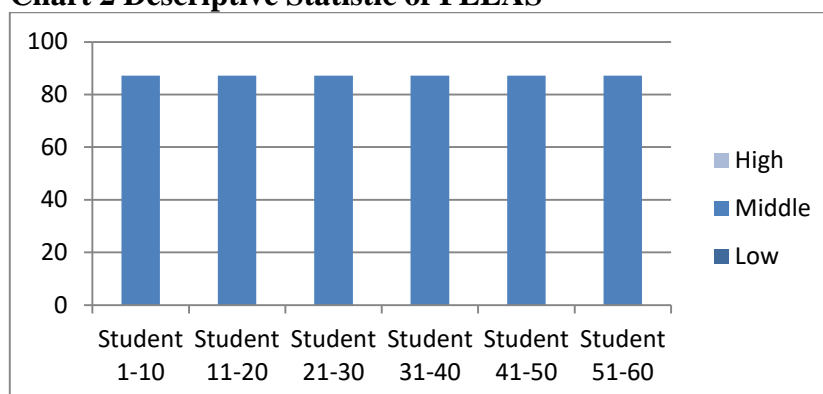


Chart 2 showed the descriptive analysis of the FLLAS. Mean ($m=87.95$), standard deviation ($std.deviation=3.9299$), and sum ($sum=5277$) stated that the case reached the middle listening anxiety, which meant the anxiety probably occurred when the students were studying at listening class. The finding of this research presented that all of the students in intermediate listening classes were in the middle level of anxiety.

Finding

a. The Relationship between Listening Anxiety and Listening Motivation in Intermediate Listening Classes

For getting the correlation between listening anxiety and listening motivation, the researcher had done the analyzed correlation between English Listening Comprehension Motivation Scale (ELCMS) and Foreign Language Listening Anxiety Scale (FLLAS).

Table 11 Correlation between ELCMS and FLLAS

		LISTENING MOTIVATION	LISTENING ANXIETY
LISTENING MOTIVATION	Pearson Correlation	1	-.160
	Sig. (2-tailed)		.222
	N	60	60
LISTENING ANXIETY	Pearson Correlation	-.160	1
	Sig. (2-tailed)	.222	
	N	60	60

Table 11 stated that ELCMS and FLLAS had no correlation with the Person Correlation ($r= -.160$), showed the number 0,22 in Significant (2-tailed) value, and there were no sign (*) or (**) in pearson correlation value which meant that whenever students had a high listening anxiety so it was possible for them to get the high or low motivation itself.

Discussion

According to statistic analyzed by using SPSS, it showed the result that between English Listening Comprehension Motivation Scale (ELCMS) and Foreign Language Listening Anxiety Scale (FLLAS) had no correlation that meant the high listening motivation occurred into students itself the probably high or low the listening anxiety they had. This situation happened when they were studying in intermediate listening class.

The result that there were no correlation between listening motivation and listening anxiety obtained from the theory of correlation itself. If the significant value (Sig. 2-tailed) showed the number $<0,05$, there would be a correlation. In this research found that the number in $0,22$ which meant that this number bigger than $0,05$. Another reasons also obtained from the correlation theory that assumed that if there were a sign (*) in pearson correlation value, there would be a correlation. The sign (*) meant that the significant value in 1% or $0,01$ and the sign (**) meant that the significant value 5% or $0,05$. The result showed that there were no sign (*) or (**) in pearson correlation value which meant that there were no correlation between listening motivation and listening anxiety.

Students who had a high anxiety attacked in listening class did not close the probability of listening motivation they had. It was possible for them when they obtained a high listening anxiety they had a high listening motivation. In another cased, when they had a low listening anxiety the possible they had a low listening motivation and a high listening motivation. Motivation, which came to the students, meant the feeling of full spirit and more fun they had will help them to reach their study goal especially in listening subject. Meanwhile, it did not have the correlation with listening anxiety, which occurred to the students when they were studying at class. The anxiety attacked they obtained in learning at listening class meant the feeling of fear, not fun, not motivate, and worry about they had learn and listen in the class.

There have been many previous researches, which about listening anxiety and listening motivation which showed the different results. (Pratiwi et al., n.d.) in their research entitled “The correlation between students’ motivation and listening skills” found out there was correlation between motivation and listening skills. The calculation of Pearson Product Moment showed that r value between variable X (motivation) and Y (listening skills) was 0.73 with the degree of freedom were 29. Based on table of r size of coefficient, it was in interval $0.66 - 0.85$ that means there was strong correlation between variable X and variable Y. Next, (Mambu, 2009) in his research who investigate on the relationship between Listening Comprehension Motivation (LCM) and Listening Comprehension (LC) got the positive and significant correlation between LCM and LC. That is, the higher the level of ELCM of the students, the higher the score they attained on the LC test and vice versa. This result indicates that ELCM enhances foreign language listening. Elkhafaifi (2005) in his research “Listening Comprehension and Anxiety within the Arabic Classroom” shows a significant correlation between listening anxiety and listening comprehension ($r = -.70, p < .01$), which indicates that students who reported higher listening anxiety had lower listening comprehension grades than students who reported lower anxiety. The shared variance (r^2) was $.49$. Zhai (2015) in his research “Influence of hysteria on English Listening Comprehension; An Investigation supported the Freshmen of English Majors”. He found The mean of Foreign Language Listening Anxiety Questionnaire is 70.1481 ($m=70.1481$) and Std.Deviation $SD=8.6199$) that show that the topics have experienced a touch high listening anxiety, which reflects that in the method of listening comprehension, the themes are quite easy to supply anxiety. In correlation, Zhai found that Foreign Language Listening Anxiety (FLLA) contains a significant high indirect correlation with Listening Proficiency ($r = -.639^{**}$). Meanwhile, within the correlation to listening comprehension, his indicates that much

higher anxiety interferes with the processing of listening comprehension, and therefore the stronger anxiety the scholars experience, the more serious listening achievements they create.

Limitation of Research

Every research had limitation. Limitation research could exist due to constraints on research design or methodology, sample, and these factors may affect the findings of the research. In this research, the limitation research included the sample selection. The researcher realized that the selection of samples were not affective. The researcher just took 10 students of each class without considering the background knowledge of them. It was better if the researcher select the sample by their college entrance. The coordinator of English Department at UNP has grouped the students into several classes based on the college entrance. The students in SNMPT entrance were in K1, students in SBMPT were in K2, students in Mandiri were in K3, and the rest of the students would distribute of collaboration of the third college entrance. If the researcher considered the situation above, there would showed a more effective is result than it was.

CONCLUSION AND SUGGESTIONS

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.

Suggestions

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

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.

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.

For the next researchers: It favoured 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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