



The Correlation Between Students' Listening Comprehension and Their Perception of Listening Teaching Materials

Zakia Putri Alifah¹, Edi Trisno²

^{1,2}Universitas Negeri Padang, Padang, Indonesia

Correspondence Email: zakiaputri1602@gmail.com

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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 Padang State University in 2022 who had completed advanced listening courses and were chosen using cluster random sampling. The study 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

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INTRODUCTION

According to Mendelsohn, as stated in Gilakjani and Ahmadi (2011), listening is a key skill in language learning, covering approximately 40-50% of total communication time. However, this is often a challenge for EFL students because it requires extra concentration to understand spoken words. As Rost explains, listening is a complex process involving transforming words into meaning in the mind, which requires simultaneous cognitive activity.

Although challenging, listening comprehension is important in effective learning (Hogan et al., 2016). This ability allows students to absorb complex concepts, follow directions, and participate in meaningful discussions. In addition, listening comprehension is closely related to other language skills and is an integral part of language skills.

Based on the research from Alimin (2019) one of the efforts to improve listening comprehension is the quality of teaching materials. Lecturers are advised to provide various materials, such as audio recordings, videos, podcasts, and interactive exercises, which can be adapted to learning styles and needs. The use of a variety of resources and regular practice opportunities can help students overcome barriers to understanding.

Although listening to material on the internet, such as YouTube and other websites, has increased, there are potential problems, based on preliminary observations, problems such as difficulty understanding accents, speaking speed that is too fast, and material that is less relevant to real life or less diverse can reduce listeners. Interest and motivation.

Based on the problems above, Wilson(2008) highlights the importance of distinguishing between content and delivery in listening material. Content must be relevant and varied, while delivery must consider audio quality and speaking speed. The selection of listening materials must consider students' needs and include real-life aspects and diversity. Fachrunnisa et al.(2023) emphasized that EFL students prefer accessing educational resources based on their interests. Teachers must consider students' interests and perceptions when selecting listening materials to support English language learning. Therefore, one way to choose material that suits students' needs is to consider their perceptions.

Students' perceptions of listening material play an important role in their learning experience (Mazgon & Stefanc, 2012). Assessment of the material's originality, relevance, and interest can influence student motivation and engagement. From several studies above, researchers identified the importance of understanding how students view listening material to improve their listening comprehension. Therefore, the research explores the relationship between students' listening comprehension and their perceptions of listening teaching materials.

It is important to refer to previous research and ensure it makes new contributions to the field. For example, researchers gain insights from previous research to enrich their research. Bunau(2023)explored the correlation between students' perceptions and understanding of English morphology. Ni'amah and Kristanti(2022) found that students choose listening material with clear pronunciation and attractive pictures. Siradjuddin and Yahrif (2021) research shows that students perceive listening material positively.

Previous research highlights the relationship between students' perceptions and understanding of applied linguistics. However, this research will broaden its scope by exploring the relationship between students' listening comprehension and perceptions of listening teaching materials. By focusing on advanced students, this research may provide a deeper understanding of the complexities of listening comprehension and how students' perception of the material influences their knowledge, resulting in a more thorough understanding of the subject.

METHOD

1. *Research Design*

This research uses a quantitative approach to explore the correlation between students' listening comprehension and their perceptions of listening teaching materials. As described by Creswell(2014), quantitative methods use numerical data to measure and analyze variables, allowing for hypothesis testing, identifying patterns, and making predictions. In this context, a correlation design is used to test the relationship between the two variables, focusing on the strength and direction of the relationship by the concept explained by Creswell (2014).

2. *Population and sample*

a. Population

The population of this research is all English language education students who have completed the advanced listening course in July-December 2023. Eight classes are consisting of 209 students.

Table 1. Total Number of Students

Classes	Total of Students
K1	28
K2	30
K3	21
K4	29
K5	29
K6	24
K7	26
K All	22
Total	209

b. Sample

In this research, students from the class of 2022 from the English language education study program at Padang State University who took advanced listening courses were selected as samples using the cluster random sampling method. This method, as explained by Sugiyono (2011), is suitable for determining samples when the population to be studied is large. Samples are taken from certain classes to represent the population. Through a draw, two classes were randomly selected from eight available classes, namely classes K6 and K7, totalling 52 students.

3. *Instrumentation*

In this research, the instruments used were questionnaires and students' final exam score documents. Meanwhile, the final exam score document provides additional context and insight regarding the teaching material and students' understanding of listening. These two instruments are

important for collecting precise and systematic data, allowing researchers to test the correlation between students' listening comprehension and perceptions of the listening material.

4. *Validity*

The validity of this research instrument, which includes questionnaires and documents on participants' listening learning results, was checked using content validity. Content validity assesses the extent to which the instrument covers the intended aspects and whether the items correspond to the research objectives. To ensure validity, researchers have involved Mrs Syafitri Ramadhani, M.Pd, an English education lecturer, as a validator of the questionnaire instrument. Thus, this research maintains the accuracy and meaningfulness of measurements using the concepts explained by Creswell (2014).

5. *Techniques of Data Collection*

To obtain the data, there are several procedures for doing this research as a process. Data collection techniques follow the following procedures:

a. Questionnaire

The questionnaire is based on Wilson's (2008) theory about students' perceptions of listening material.

Data collection procedures:

- Contact the class leader as a sample.
- Distribution of questionnaires via Google Forms.
- Examination and analysis of questionnaire results.
- Summarizing data to determine student responses.

b. Document

This research uses an advanced listening final exam score as one of the documents used to measure students' listening comprehension, carried out by advanced listening lecturers in the July-Dec 2023 semester.

6. *Techniques of Data Analysis*

To analyze data from questionnaires and final score documents, researchers used SPSS 25 (Statistical Package for Social Sciences) to process and analyze data. They went through the normality test, then the linearity test, and finally, the hypothesis test, namely, the correlation test.

RESULT AND DISCUSSION

Research Finding

Data was collected using questionnaires and a final advanced listening test. The questionnaire collected students' perceptions of listening teaching materials, while the final test evaluated students' listening comprehension. The measurement results will be discussed next.

a. *Students' Listening Comprehension*

Students' listening comprehension was measured through final exam scores from advanced listening courses. From the score used in this research, the results are stated in the table below:

Table 2. Descriptive statistics of students' listening comprehension scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' Listening Comprehension	52	12.5	90.0	45.529	17.6592
Valid N (listwise)	52				

Following the computation of descriptive statistics, the researcher will present the intervals, frequencies, and percentages of students' listening comprehension. The data presented below was derived using Microsoft Excel 2010. The subsequent table provides a comprehensive description of students' listening comprehension. The distributions of Students' listening comprehension are presented in the following table :

Table 3. Distributions of students' listening comprehension

Number	Interval	Frequency	Verbal Meaning	Percentage
1	69.5-90	6	Very Good	12%
2	50.5-68.5	12	Good	23%
3	31.5-49.5	22	Fair	42%
4	12.5-30.5	12	Less	23%
Total		52		100%

The table records the frequency distribution and percentage of listening comprehension of 52 students. As many as 12% of students scored 69.5–90, and only six students achieved this range. Additionally, 23% of students scored between 50.5-68.5. The majority, 42%, scored 31.5 to 49.5, with 22 students in that range. Finally, 23% of students scored between 12.5-30.5, the lowest score range.

b. Students' Perceptions of Listening Teaching Materials

The study involved 52 Padang State University students entering 2022. They filled out a questionnaire containing 20 items that evaluated their perceptions of listening teaching materials on campus. A 1-4 Likert scale is used in this questionnaire. The descriptive statistics shows the results of students' perceptions of listening teaching materials.

Table 4. Descriptive statistics of students' perception of listening teaching materials

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students Perception of Listening Teaching Materials	52	51.0	75.0	62.115	4.6046
Valid N (listwise)	52				

After descriptive statistical analysis, the researcher displays intervals, frequencies, and percentages that reflect students' perceptions of listening teaching

materials. This data was generated using Microsoft Excel 2010. The following table provides a detailed description of students' perceptions of listening teaching materials, showing the distribution of their perceptions.

Table 5. Distributions of students' perception of listening teaching materials

Interval	Verbal Meaning	Frequency	Percentage
66-80	Very Positive	12	23%
50-65	Positive	40	77%
35-49	Negative	0	0
20-34	Very Negative	0	0
Total		52	

The table describes the classification of students' perceptions of listening teaching materials through questionnaires. The score range is divided into four categories: "Very Positive" (66-80), "Positive" (50-65), "Negative" (35-49), and "Very Negative" (20-34). The results showed that no students felt negative or very negative about the teaching materials.

c. The Correlation Between Students' Listening Comprehension and Their Perception of Listening Teaching Materials

After ensuring the data's normality and linearity, the researcher tested the correlation of the two variables using SPSS 25 with the Pearson Product Moment type. Pearson correlation was used because the test results showed that the normality and linearity hypotheses were accepted.

Table 6. Hypothesis Testing Correlations

		Students' perception of Listening Teaching Materials	Students; Listening Comprehension
Students' perception of Listening Teaching Materials	Pearson Correlation	1	.328*
	Sig. (2-tailed)		.018
	N	52	52
Students; Listening Comprehension	Pearson Correlation	.328*	1
	Sig. (2-tailed)	.018	
	N	52	52

*. Correlation is significant at the 0.05 level (2-tailed).

The results of the Pearson correlation test show a significant relationship between two variables, namely "Students' Listening Comprehension" and "Students' Perception of Listening Teaching Materials", with a correlation coefficient of 0.328 and a significance value (Sig.) of 0.018. A significance value smaller than the specified significance level (usually 0.05) indicates a significant relationship between the two variables.

The positive correlation coefficient (0.328) indicates a positive relationship between "Students' Listening Comprehension" and "Students' Perception of Listening Teaching Materials", meaning that the higher the value on one variable, the higher the value on the other variable. Thus, H0 is rejected, and Ha is accepted. These two variables have a positive correlation with a correlation score of 0.328.

Table 7. Strength of Relationship

Coefficient Interval	Strength of Relationship
0.00 - 0.199	Very weak relationship
0.20 - 0.399	Weak relationship
0.40 - 0.599	Moderately relationship
0.60 - 0.799	Strong relationship
0.80 - 1.00	Very strong relationship

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(Sugiyono, 2011)

The correlation between students' listening comprehension and their perception of listening teaching materials was classified as weak, with a Pearson correlation coefficient of 0.328. Even though it falls into the "weak relationship" category, they still have a positive relationship. Although not strong, this shows that the better the students' listening comprehension, the better their perception of the listening teaching materials. Thus, H1 is accepted, indicating a correlation between students' listening comprehension and their perceptions of listening teaching materials.

Discussion

This research explores the relationship between students' listening comprehension and their perceptions of teaching materials. The focus was to determine whether students with better listening comprehension tended to have more positive perceptions of the listening practice material. The results of the analysis show that there is a relationship between the two variables, although weak. This illustrates the complexity of the correlation between listening comprehension and perception of listening teaching materials.

One reason for this weak relationship may be other factors that influence students' perceptions of listening instructional materials, such as previous experience in listening practice, level of motivation, or individual learning style. These findings demonstrate the importance of considering these variables in designing and implementing effective listening materials.

Siradjuddin and Yahrif' (2021) research highlights the importance of aligning listening materials with students' needs and providing diverse content to enhance the learning experience. This emphasizes the relevance and importance of understanding how students' perceptions of listening material can influence their comprehension. Although the correlation between listening comprehension and perception of listening instructional materials proved weak, these findings provide insight into the complex interactions between the two variables, enriching the understanding of effective listening practices in education.

CONCLUSION

The research discovered a significant relationship between students' listening comprehension abilities and their perceptions of listening teaching materials, with a Pearson correlation of 0.328 and a p-value of 0.018. Even though the relationship is classified as "weak," there is some evidence that the greater the students' listening comprehension, the better their impression of the teaching materials. Thus, H1 is accepted, indicating a link between the two variables.

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