

The Correlation Between EFL College Students' Learning Motivation with Listening Anxiety at Intermediate Listening Classes

Aryuliva Adnan^{1*}, Leni Marlina², Edi Trisno³, and Sinta Chairani Hutapea⁴

¹²³⁴English Department FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia

*Corresponding author. Email: aryuliva.adnan@yahoo.co.id

ABSTRACT

Motivation acquires crucial decrees in listening competences for the reason that it hands the students more self-sufficient to grasp their intentions. This study attends to the relationship between students' listening motivation and anxiety. The objective of this study is to criticize the correlation between students' listening motivation and their listening anxiety. This study took 60 students in English Department of UNP. This research handled in correlation research. This study used the random sampling technique for choosing the sample. This study also adopted two forms of open direct questionnaires. There are ELCMS and FLLAS questionnaire that enclose the category range. The issue of the research presented that between listening motivation and listening anxiety were having no correlation. The conclusion of this study affirmed that the high students' listening motivation level had, the probably they would have the high listening anxiety level or not.

Keywords: motivation, anxiety, listening, and intermediate listening

1. INTRODUCTION

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 [1] who discussed the correlation between foreign language students' listening strategies and motivation. Then, Golchi [2] who analyzed among listening anxiety, listening strategies, and listening comprehension. Serraj and bt. Noordin [3] talked about English foreign language listening anxiety and its correlation with language anxiety and 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 analyzed toward the listening motivation and listening anxiety, such as Pratiwi et al., n.d [4] that discussed students' motivation and its relationship with listening skills. Next, Vandergrift [5] discussed about students' L2 listening motivation adjustments and its correlation between meta-cognitive appreciation and

efficiency. Then, in 2009, who talked about on the relationship between listening comprehension motivation and listening comprehension. Mambu [6]

In EFL listening class, the students should give more attention on what they listen. This subject is difficult for students who should be mastered it. It is because English is 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?

2. METHOD

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).

2.1. Participants

The researcher included the second year students of English Department of UNP. There were six classes in this population. 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 the 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.

2.2. 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)" was adopted from Hsu [7] and Jafari [8]. Second, "Foreign Language Listening Anxiety Scale (FLLAS)" was adopted from Kim [9].

There are two kinds of 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.

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, [10] and Degang's [11])

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, [12])

2.3. 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 the English Department at Universitas Negeri Padang who skillful, had been validated this questionnaire.

2.4. Reliability

Heale and Twycross [13] 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 reliability.

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

(Source: Arikunto, [14])

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

Table 4 Reliability Statistics of ELCMS

Cronbach's Alpha	N of Items
.353	24

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:

Table 5 Reliability Statistics of FLLAS

Cronbach's Alpha	N of Items
.267	22

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.

2.5. Techniques of Data Collection

For collecting the data, the researcher would give the questionnaire by using google 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.

2.6. Techniques of Data Collection

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.

3. RESULT AND DISCUSSION

3.1. Data Description, Finding, and Analysis

3.1.1 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 recognize students' listening motivation and its relation with listening anxiety, the researcher had been definitely organized the issue from the two questionnaires.

Chart 1 Descriptive Statistic of ELCMS

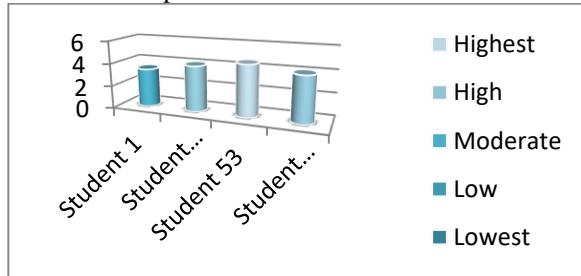


Chart 1 was description of data analyzed of ELCMS questionnaire. It stated mean ($m=98.78$) and standard deviation ($std. deviation=4.306$) which proofed that the students had the high listening motivation in studying at listening class. The data got from the questionnaire showed the range of the students 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.

Chart 2 Descriptive Statistic of FLLAS

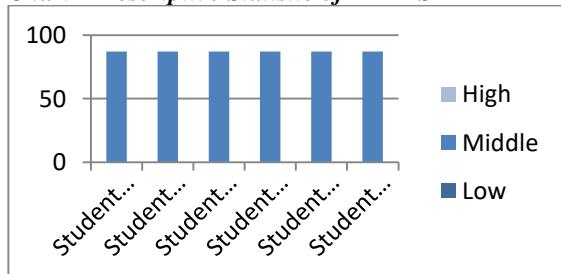


Chart 2 showed a descriptive analysis of the FLLAS. Mean ($m=87.95$), standard deviation ($std.deviation=3.9299$), and sum ($sum=5277$) stated that the case reached the middle listening anxiety, which meant the anxiety probably occurred when the students were studying at listening class. This chart also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

3.2. Findings and Analysis

Researcher had done the analyzed correlation between English Listening Comprehension Motivation Scale (ELCMS) and Foreign Language Listening Anxiety Scale (FLLAS).

Table 6 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.

3.3. Discussion

According to statistics 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 between listening motivation and anxiety were no relation that obtained from correlation theory 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 reason 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 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.

3.4. Limitation Research

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

4. CONCLUSION

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 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.

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