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**Students' Motivation in Learning Listening at Second Semester  
of English Study Program in University Pasir Pengaraian**

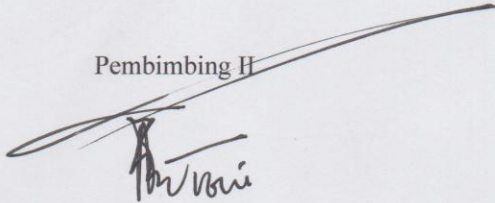
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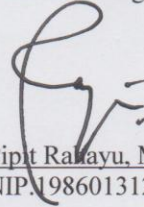
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# STUDENTS' MOTIVATION IN LEARNING LISTENING AT SECOND SEMESTER OF ENGLISH STUDY PROGRAM IN UNIVERSITY PASIR PENGARAIAN

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## ABSTRAK

Tujuan dari penelitian ini adalah mengetahui motifasi siswa dalam belajar mendengarkan pada semester kedua program studi Bahasa Inggris di Universitas Pasir Pengaraian. Motifasi adalah perilaku seseorang dalam proses pembelajaran yang mendorong mereka untuk melakukan tindakan tertentu. Motifasi penelitian ini dibagi atas motifasi intrinsik dan ekstrinsik. Penelitian ini menggunakan tehnik penelitian deskriptif kuantitatif. Populasi penelitian adalah kelas A dan B pada semester kedua program studi Bahasa Inggris. Sampel penelitian ini adalah kelas A terdiri dari 22 siswa. Instrumen penelitian menggunakan kuesioner dan wawancara. Kesimpulannya, motifasi siswa dalam belajar mendengarkan pada semester kedua program studi Bahasa Inggris di Universitas Pasir Pengaraian lebih banyak dipengaruhi oleh motifasi ekstrinsik (81.81%).

**Kata kunci :** Motifasi, motifasi intrinsik, motifasi ekstrinsik, belajar mendengarkan.

## ABSTRACT

*The purpose of this study was to determine the student's motivation to learning listen at second semester of English Study Program. Motivation was person's behavior in learning process that encourages them to perform actions. The motivation was divided into intrinsic and extrinsic motivation. This research used descriptive quantitative. The population was class A and B consist 39 students. Sample of this study was class A consists 22 students. The instrumentation used questionnaires and interviews. In conclusion, the student's motivation in learning listening at second semester of English Study Program in University Pasir Pengaraian mostly came from by Extrinsic motivation (81.81%).*

**Key words:** Motivation, Intrinsic Motivation, Extrinsic Motivation, Learning Listening.

## INTRODUCTION

English is taught as a compulsory subject at many level of the school and generally still being taught at higher education level. At higher education level, English is the first foreign language and the most important language that should be mastered by English students in communication, reading and also to understanding the written English literate.

English Students of Teachers Training and Education Faculty at University of Pasir Pengaraian take 149 credits (SKS) for learning English. It is divided into some skill such as speaking, writing, reading, listening, and more. Basically, listening, one of the four skills in learning language, is considered as a basic language skill. Without learning listening first, the learner might not be able to speak. The Decision of Indonesian Education Minister (*Kepmendiknas, No. 17/2003*) state that listening is one of the most important English skills that must be tested in the national final exam or *UAN*. Started from 2004, listening comprehension has been included in test material of the national final exam or *UAN*.

As a compulsory subject, English lecturers have introduced students many strategies and technique in order to make the students understand to what they learn. Some methods have been applied in teaching and learning process, but in fact most students still face difficulty to learning English in listening. In the learning process listening, students have difficulty which comes from the sound, words, classifying words and sentences.

In addition, some of students are not interested in learning listening. Their low interest in the learning process causes their attention to the material taught becomes low. Their low interest can be caused by their less learning

motivation. According to Ur (2002: 288), students' motivation loses more easily because of monotonous, apparently pointless activity. Consequently, the low motivation can cause unsatisfactory result in learning. Based on Sukatno (2007: xiv) shows that learners who have low learning motivation tend to get unsatisfactory achievement or low achievement. On the other hand, learners who have strong learning motivation are more curious and learn better, and they tend to obtain higher achievement than those who have low motivation.

In the learning process motivation can be said as an inner drive to achieve learning activity. So the purpose of the subject learning can be maintained in educational environment; motivation is one of the very important factors to encourage learner to learn more rapidly and effectively. The motivation may come from the learner them self that is the intrinsic, or out said of they learn, that is the extrinsic. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on their conditions outside themselves.

Basically every student has the ability to reach the purpose of the study or to reach achievement as much as possible. But, in reality some of students did not reach reviews their purpose, because they did not have high motivation in learning English especially in learning listening. This problems known when the students study in the classroom. Some of the students noticed, but there areal so some students who do not pay attention to the lecturer even do other activities, for example, sleep, cheating, joking with friends when the lessons take place, there is even playing with the phone. This condition happened

because some of students have less motivation in learning English as foreign language especially in learning listening.

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language

According Gardner (1985). Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it. According to Pakdel (2013:240) motivation is an intrinsic phenomenon that is affected by four factors : Situation, Temperament, Goal, and tool. Tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their jobs until they gain enough success in learning and academic achievement. Students thoughts guide their motivation

Gardner (1982:236) distinguished motivation in to two types of motivation; intrinsic motivation and extrinsic one.

#### 1. Intrinsic Motivation

According Gardner (1982) that intrinsic motivation is perceived to be composed of three elements. These are effort, desire and Attitude. According Gardner (1982: 14) Extrinsic Motivation: driven by external factors such as parental pressure, the role of teacher, environment. According to Pakdel (2013:240) motivation is an intrinsic phenomenon that is affected by four factors : Situation, Temperament, Goal, and tool. Tools to reach the target. People are motivated for achieving to the goals, necessities and instincts. Academic achievement has a special importance for seekers of science and students. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their jobs until they gain enough success in learning and academic achievement. Students thoughts guide their motivation However Harmer in Istianti (2013; 11) States that intrinsic motivation takes a vital role in the result of students' language learning . Many students bring no extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending ones capacities.

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth on ward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interest that one grows in knowledge and skills. The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to child hood, but is a significant feature of human nature that affects performance, persistence, and well-being across life's epochs (Ryan & LaGuardia, in press). So in this research intrinsic motivation is So, intrinsic motivation is energy and direction of the behavior of the people that comes up from the learner himself.

#### 2. Extrinsic Motivation.

Richards, 2003; Sawyer, 2007). Dörnyei (2001) states: Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (p. 156). He believes that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation. Dörnyei (2001: 180) summarizes:"the available research evidence and theorizing suggest that teachers' values, beliefs, attitudes and behavior, as well as the general level of their commitment towards the students, their learning and the subject matter, constitute some of the most prevailing influences on student motivation" .

According to Marsh (2010:58) extrinsic motivation is "Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior." According to Schunk(2008:236) Extrinsic motivation is motivation which engages in activity as a mean to end. Motivation students extrinsically work an activities because they believe that participation will result in desirable outcomes such as rewards, teacher price, or punishments. According Santrock (2005:418) Extrinsic motivation causes someone to conduct something in order to get something else. In the other words it is a means to get somethings. Motivation is caused by external incentives such us rewards or punishments.

Extrinsic moivation is motivation which one from not from inside of ourselves but from outside. As Hamalik (1994:113) explain that extrinsic motivation is motivation that caused by outside factors of situation. In Marsh book, he inform that extrinsic motivation is experienced by students when they receive a rewards or avoid punishment in some other way unconnected with the task earn approval for particular behavior.

From the statement above it is assumed that extrinsic motivation is caused by factors from outside from students. It can be from teacher , parent, environment. Actually that factor can influence upon students extrinsic motivation in teaching and learning process as follow:

#### 1. Teacher

That a teacher also called a school teacher is a person who provides education for students. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge

to students, but also as a motivator who always motivates and support the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, the teacher has an obligation to arise motivation to the students to learn hard. The teacher action success and its reward, failure and its penalties, authoritative, demands test, and competition.

- a. Success and its rewards. This is the single most important feature in raising extrinsic motivation. Learners who have succeeded in the past tasks will be more. Willing to engage with the next one. More confident in their chances in succeeding, and more likely to persevere in their effort. The teacher's most important function here is simply to make sure that learners are aware of their own success, the message can be conveyed by a nod, a tick, even significant lack of response.
- b. Failure and its penalties. Failure is not just a matter of wrong answer, learners should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory or not taking care. Failure in any sense is generally regarded as something to be avoided, where success is something to be sought.
- c. Authoritative demands. Learners are often motivated by teachers' pressure. They willing to invest efforts in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.
- d. Test. The motivating power of test appear clear; learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it. Again, this is useful incentive, provide, there is not too much stress attached, and provide it is not used too often.
- e. Competition. Learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition. Individual competition can be stressful for people who find losing humiliating, are not very good at the language and therefore likely consistently to lose in content beside on (linguistic) knowledge; and its offer use, is eventually affects negatively learners' willingness to cooperate and help each other.

## 2. Parent.

Parents are expected to motivate their children to achieve to goals in school. Jeremy Harmer stated that "If the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have to opposite effect". This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

## 3. Environment.

The teaching and learning activity in which conducted in good, clean, and health environment can be better satisfactory both of from teacher and students than conducted in bad environment. Environment also will cause students

motivations. Students will be more interesting, if the environment of the classroom is comfortable.

Learning is a process that must be undergone by all of human being. Learning process is not only happen in the class but also outside the class. According Lahey (2004: 198) defines: "Learning refers to any relatively permanent change in behavior brought about through experience", that is, through interaction with the environment". So the researcher define learning as a change in behavior or knowledge of an organism that is brought about through experiences, in interacting with the environment. According Farlex (2007:2) defines that listening is the act of hearing attentively.

Listening requires listeners to interpret all messages they hear and see. Effective listening means being able to understand the language (grammatical ability) and the way the language is used in a different situation (interaction ability). So, listening is a psychomotor process of receiving sounds waves through the ear and transmitting nerve impulse to the brain.

Listening comprehension also has an important role in determining the learner's success in learning language, especially in communication. We did not communicate with others if we do not understand what the speaker intends. That is why there is a lot of misunderstanding between the listener and the speaker. Why misunderstanding always occurs in communication, what the speaker said and intended, is determined by the listener's ability in answering the speaker's question. Learning to listen in our first language is by no means easy. It requires considerable cognitive development and constant attention to social and linguistic input over a period of several grades. However, learning to listen in a second language seems to be even more difficult. While it may not require more time to develop, second language listening is confounded by a number of difficulties. In responding to the students' difficulties in learning to listen, first the teacher has to identify and to classify the difficulties that are faced by the students.

This research related to the previous studies that discussed about students' motivation in learning listening. They did the research in students' motivation in learning English but every researcher was different aspects. They give contribution to this research.

First, Bernard (2010), in his research entitled "Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environments. In the study of academic motivation in a language-learning setting, motivation has traditionally been considered an independent variable. The present study treats it as both a dependent function of classroom activities and an independent predictor of study time, expected grade, and whether a student will continue to study the language. Motivation about the language is found to be of particular importance in predicting outcomes, along with fun activities and activities that promote language use about students' own lives and interests.

Second, Afzal (2010), in his research entitled "A Study of University Students' Motivation and Its Relationship with Their Academic Performance". The sample of 342 individuals studying in different universities of Pakistan was selected. The study delineates that students' motivations dimensions extrinsic motivation and intrinsic

motivation has positive impact on academic performance of students. Academic performance amplifies between the ranges of 23 percent and 34 percent due to extrinsic motivation and intrinsic motivation and the overall model is significant ( $p < 0.05$ ). When we compare variables on individual bases, students who adapt self-exploratory variable and altruism variable, rejection of alternative options variable tend to perform better, whereas student who adapt career and qualifications variable, social enjoyment variable and social pressure variable tend to perform less than expected. The study accentuates that students' motivation is a vital part of students' success.

Third, Kong (2009), in his research entitled "A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning". Motivation is critical in English learning, thus, how to effectively motivate students in English learning is an important problem. This paper expounds this importance and ways to motivate students. First, the author shows the definition of motivation and then explains intrinsic and extrinsic motivation and their relations, following with some personal factors that influence motivation. At last, according to the rationale, the author suggests several effective ways to motivate students in English learning.

Fourth, Oletić (2014), in his research entitled "Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language". In the last few years, the topic of intrinsic and extrinsic motivation has raised a lot of interest in EFL learning. Intrinsic and extrinsic motivation and the correlation between motivation and success in learning a foreign language have been examined. The goal of this paper is to examine how the self-determination framework (Deci and Ryan, 2000) for L2 learning motivation extends to a group of Serbian language learners of English. The focus of our research is on examining intrinsic and extrinsic motivation of Serbian students of English, with the aim of answering the question whether or not the students are intrinsically/extrinsically motivated and to what extent. High school students and university students were given the Post-Experimental Intrinsic Inventory test and the method used for analyzing the results was descriptive statistics. The results obtained show that there are generally low levels of intrinsic motivation present among both high school and university students. It was expected that the results for Interest/Enjoyment would be more decisively in favor of university students, but this was not the case. The differences in motivation are minimal in relation to gender, even though female students show an increase of intrinsic motivation across the age variable.

Finally, Yang, (2013) entitled "The Relationship Of Learning Motivation And Achievement In Efl: Gender As An Intermediated Variable". This paper is to understand learning motivation and achievement in EFL study, especially gender differences. Questionnaire was used in data collection. Statistical method included regression analysis was utilized to examine this research hypothesis and to clarify the relative contribution of these variables. The results show that learning motivation is a key factor in learning English as a foreign language and there are some differences on gender for students' learning motivations. However, learning achievements of EFL are affected by learning motivations and previous learning experiences, and have gender differences on them. So from some of findings that explain researcher about the intrinsic and extrinsic

motivation is a very important factor in determining success in student learning especially in English as foreign language learning. Although some research use the method of collecting the data is different but the same goal, namely to determine how much influence the intrinsic and extrinsic motivation toward learning English. Even in one of the research say that intrinsic motivation more influential but still both an important factor in student achievement in learning listening.

In the line with the formulation of the problems the purposes of the research was to find out the students' intrinsic and extrinsic motivation at second semester students of English Study Program in learning listening at university of Pasir Pengaraian. The significance of this research for Practically and theoretically, this research can give a significant contribution to the second semester English study program students in order to get information about kinds of motivation in learning listening, especially intrinsic motivation and extrinsic motivation so that students can achieve better learning outcomes and add their listening skill, but also can be useful for the lecturers, more over to the lecturers who teach English in every study program at second semester English study program at FKIP UPP. It is aimed to review the strategy used in teaching English to their students in order to find the various an interesting way of learning for the students.

## RESEARCH METHODOLOGY

This research was designed as the descriptive quantitative research. The researcher chose this type because the researcher wants to find out students' motivation of seconds semester English study program at university Pasir pengaraian. According Leedy (1993) Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena. The purpose of this research was to find out the students' motivation in learning listening at English Study Program in University of Pasir Pengaraian.

This research of the study was conducted at university of Pasir Pengaraian, it is located at Kumu in Riau province. The setting of the location the research was in the class room.

### 1. Population

However Arikunto (2010: 173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher was interested to take the population of second semester students of English study program in academic 2015/2016. There are two classes in second semester students, which are class A and class B in second semester students. In the class A there are 22 students, and class B there are 17 students. In this research, the researcher was taken a sample by used cluster sampling.

### 2. Sample

According Sugiyono (2014:153) state cluster random sampling was used to determine a sample is object will be researched or data source wide,

such as people in a country, province, or regency. The process of chosen the class by used lottery. The researcher writes the names of classes of population there were class A and class B in small papers first. They were place in box. Then the researcher was shook it and taken one. Finally, class A which consisted of 22 students had been chosen as the sample of this research.

In collecting the data, the researcher applied two instruments during the research, as follows: Questionnaire and interview.

### 1. Questionnaire

The questionnaires was to find out the students' motivation in learning listening.

So in this research, the researcher used questionnaire instrument that was used close questionnaire. The items that was asked to students as follow:

Table 1: Indicator of Intrinsic Motivation

Aspect	Indicator	Statements	
		Positive	Negative
Effort	Student attempt learning listening hard by:	I always do training and practice listening every day	I never practice listening every day,
	a. Practice listening Everyday		
	b. Asking the teacher when getting difficulties	When I have trouble in learning listening, I always discuss to the teacher	When I have trouble in learning listening, I never discuss to the teacher
Desire	a. Students have strong desire to be able to listen English well	I wish, I can listen to English well	I have low motivation to listen English
	b. Listening is very important for students' carrier in the future	I have to learn listening to support my better English.	Listening to English is not something important for me to

			learn.
Attitude	a. Student like to listening English.	Listening English is something fun	Listening to English is not something fun
	b. Students considered listening is an interesting lesson	I am very happy in learning listening because I want to have English well	I have low motivation to learn listening.

Table 2: Indicator of Extrinsic Motivation

Aspect	Indicator	Statements	
		Positive	Negative
Teacher	Teacher encourages students to learn Listening English such as :	The lecturers always give reward to the students who get high score in learning listening.	The lecturers never give reward to the students who get high score in learning listening.
	a. Teacher gives rewards to the students		
	b. Teacher becomes an inspiration	The lecturer in listening subject is my inspiration	The lecturer in listening subject is not my inspiration
Parents	Parents encourages students to learns listening by :	My parents always support me to learn listening.	My parents do not care and do not support me to learn listening.
	a. Asking students to follow listening course.		
	b. Giving reward to students	My parents always support me to learn listening and they give a	My parents never support me to learn listening and they give a reward if I get good

		reward if I get good score	score.
Environment	a. Environment really influence students' ability to listen, such as : The situation in the classroom very interesting.	Learning listening to English is very fun because the situation at the class is very comfortable for the students.	Honestly, I do not like English learning listening Activities.
	b. Students' are easy to learning listening subject wherever they are.	Listening to English is easy for me.	Listening to English is hard for me in the class or outside of the class

However, the questionnaire assessed by Likert scale rating as suggested by Sugiyono (2010:135). Each option also was score based on the Likert scale rating below:

Table 3: The Likert Scale Rating

Option	Score	
	Positive statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Neither agree nor Disagree	3	3
Disagree	2	4
Strongly Disagree	1	5

## 2. Interview

Interview was conducted to get deeper information which not available on questionnaires (Alwasilah, 2008). Means that interview session was also used to get additional information about students' motivation in learning listening. To more know students' motivation of second semester English study program at university of Pasir Pengaraian was did interview. The researcher was chosen unstructured interview. Unstructured interview was free interview in which researchers did not used the interview guides that have been arranged in a systematic and complete collection. (Sugiono, 2013:387). It means, Interview guides that are only used in the form of the outlines of the problems that will be ask.

To collected the data for this research, the researcher was used questionnaire and interview. The students were given the information for the researcher about the question on the questionnaire and interview. The first step for take the data are the researcher distributed the questionnaires for the students, then after researcher distributed the questionnaire, the researcher was interview the students, after that the researcher was known students' motivation in learning listening of second semester English Study Program in University of Pasir Pengaraian.

The data was collected and analyzed with quantitative forms. Data from questionnaire analyzed by used percentage analyze which was formulated by three steps such as: preparation, tabulation and data implementation. Firstly preparation conducted by checking respondent identification and their data. After that the next step was made tabulation. The tabulation made through data classification based on the instrument used in the test. Then data entered to the frequency table and scored based on the true answer frequency. The result of this analysis was used to described variables was researched in this research.

To know each student frequency was used formula:

$$P = F/N \times 100 \%$$

Were:

P = Percentage of students

F = frequent of reach result

N = Number of students.

(Sudijono in Rahmawati and Dewi, 2010:43)

The data from the interview as recorded through audio recording. It enables the researcher to keep the information safely. The data was transcribed, categorized, and interpreted to answer research questions. There were the steps in analyzed data through interview. First, transcribed the data based on the audio recording and researchers' note. Second the researcher reduced in data appropriate data which are not relevant to the study. Afterwards, categorizing the data. Last, the researcher related the data theories and previous research to address the research.

## FINDING AND DISCUSSION

In this sub chapter the researcher discusses about the description. In this research, the researcher used the descriptive quantitative. It was to find out the analysis of the students' Intrinsic and Extrinsic motivation in learning listening which was conduct by second semester students at English Study Program in University of Pasir Pengaraian located on Tuanku Tambusai street, Kumu, Desa Rambah. This research was conduct at April 26<sup>th</sup> until 27<sup>th</sup> 2016. The sample of this research was consisted of 22 students. To find out an analysis of students' Intrinsic and Extrinsic motivation in learning listening which was conducted by second semester students at English Study Program in University of Pasir Pengaraian, the researcher conducted questionnaire, and interview. The instruments of the research can be seen in appendices.

The result was viewed from the research of students. This research was to know the percentage of students who have intrinsic and extrinsic motivation. To analyze the students' Intrinsic and Extrinsic motivation in learning listening the researcher was used manual calculate. After got the score, the researcher counted the number of score. The researcher also counted up to the total number of total score.

### 1. An analysis of questionnaires for intrinsic motivation.

Table 5: The Result of Students' Intrinsic Motivation

No	Level of Frequency	Frequency	Percentage
1	Strongly Agree	17	77,27%
2	Agree	5	22,72%
3	Neither Agree nor Disagree	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		22	100%

Based on the table above it can be concluded that students' intrinsic motivation in learning listening influenced by indicator desire that were 17 or 77,27% . It means the students have very high motivation in their desire to be able to speak English well It was indicated from their strong desire to be able to listening English well, in statement 'I wish, I can listen to English well' was strongly agree. They have strong desire to be able to listening English well because of some reason, there were: learning listening is very important in the better future especially in finding job, and they want to have listening English well because they can communicate with native speaker.

### 2.An analysis of questionnaires for extrinsic motivation

Table 4: The Result of Students' Extrinsic Motivation

No	Level of Frequency	Frequency	Percentage
1	Strongly Agree	1	4,54%
2	Agree	18	81.81%
3	Neither Agree nor Disagree	3	13.63%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		22	100%

Based on the diagram above it can be conclude that students' motivation in learning listening influenced by

extrinsic motivation by 18 or 81,81%. It means the students have high motivation in teacher becomes inspiration. It was indicated from the indicator teacher becomes the most high level than other. The statement in the questionnaire was "the lecturer in listening subject is my inspiration". The students have "agree" level frequency. It can be seen from condition of the process listening subject at class. The lecturers always give rewards to the students such as applause, and price. The lecturer also becomes a good model in learning listening.

### 3. An analysis of Interview.

Beside the researcher use the questionnaire the researcher also used interview as instrumentation to get deeper information which will not available on questionnaire. The result of interview can be seen bellow:

1. Have you ever followed listening course?
  - a. AR : *Yes I ever followed listening course.*
  - Based on the statements above it can be conclude that all of the second semester students of study program in university of Pasir Pengaraian were ever followed listening course.
2. Do you practice to English listening skill every day? Why?
  - a. AP : *Yes, I am practice to English listening every day, because I want to improve my listening.*
  - b. RS : *Yes I do, because the practice listening is very important.*
  - c. A : *Sometimes, because I am busy with my activities.*
  - d. AR : *Sometimes, because if practice listening every day it can make me headache.*
  - e. VA : *No, I don't. Because I didn't have space time to learn again at home.*
  - f. IP : *No, I don't. Because I am lazy learning listening to English at home again.*

Based on statements above it can be concluded that some of students doing practice to English every day because some reasons, there were: because they want to improve their listening, and Listening to English to English is very important in English. Some of students were sometimes to practice listening to English every day for some reasons, there were: the students are busy with their activities, and can make their headache. Some of students did not practice to listening English because they did not have space time to learn again at home, and some of them lazy to learn listening at home again.

3. How do you like learning listening?
  - a. AR : *Yes because I like listening. It is fun and not hard.*
  - b. YS : *Yes I like learning listening because it is very important.*



- c. WH :*Yes I like, because with learning listening every day can improve my English better again.*
- d. RS :*I like to learn listening, because it can make me happy and help me to improve my English.*
- e. VA :*I like English dialect, they have cool performance in speaking.*

Based on statements above it can be concluded that all of students like learning listening because some reasons. There were: learning listening is very fun and not hard, listening is important to learn, listening can make the students happy, and can improve English better. It was indicated that students have good attitude in learning listening.

- 4. How do you think about learning English listening in university of Pasir Pengaraian?
  - a. AR :*It is good. The students were nice and the lecturers were good.*
  - b. VA :*I think it not so good, sometimes we have bored with same tricks*

Based on statements above it can be concluded that learning listening in university of Pasir Pengaraian was good, because the lecturers and the students were good. But, sometime students fell that not so well, because they have bored with sane tricks.

- 5. Have you ever discussed with your friends or with your lecturer about learning listening?
  - a. AP :*Yes, I ever discussed with my friends and my lecturer about learning listening.*
  - b. AR :*sometimes. I am discussed with my friends and lecturers, just when getting difficulties.*
  - c. WH :*No, I never discussed with lecturer, but I have discussed with my friends. It was more comfortable and relax.*
  - d. YS :*No, I never discussed with lecturers or friends about learning to English.*

Based on statements above it can be concluded that some of students have strong desire in learning listening. It was indicated the students have discussed with the lecturer or friends when getting difficulties. But, some of students have sometime to discuss with the lecturer or friends, and some of them never discussed with their lecturer and friends in learning listening.

- 6. How does learning English listening improve your English skill?
  - a. YS:*With learning English of course can improve listening, because it is very important.*
  - b. LF:*With learning listening, I can speak English well.*
  - c. A : *because with always to learning listening it made listening English well.*
  - d. AR:*I practiced every day.*

Based on statements above it can be concluded that some of students do learning listening for some reasons.

There were: can improve listening English, can improve listening well with practice English every day.

- 7. How important do you think the lesson listening to improve your English? Why?
  - a. YS :*Very important, because I will be mastery in learning listening.*
  - b. AP :*Of course, because if you can good in listening English , you can good in speaking also.*
  - c. WH :*Very important, because learning listening is the one of four basic in English which we should in mastery.*
  - d. AD :*Very important, if I can listening English better I will be easily when talking with native speaker.*
  - e. IF :*Very important because listening always used to communication.*
  - f. EG :*So important, because listening English become us to be a good audience and speaker.*

Based on statement above, it can be concluded that all of students think that learning listening is very important. It was indicated from their reasons. There were: if you can good in listening English , you can good in speaking also, because learning listening is the one of four basic in English which we should in mastery, the students can communicated with native speaker fluently, listening always used to communication, listening English become us to be a good audience and speaker. It means that all of students understand about how much important learning listening in study English.

- 8. How did your parents or your lecturers appreciate you when you get good score in listening?
  - a. AR :*My Parents give me a price.*
  - b. YS :*If I get good score the lecturer give applause or rewards.*
  - c. RS :*The lecturer give a high values.*
  - d. VA :*If I get good score the lecturer called my name to explain the material.*
  - e. IP :*If I get good score, it was became good news for my parents.*

Based on the statements above, it can be concluded that all of students get appreciate from their parents or lecturer when they get good score. The kinds of appreciate were: their parents give price, the lecturers give applause when get good score, the lecturer give a high values, the lecturer called the students to explain materials in front of the class, and get good score was become good news for their parents. It can be concluded that the students accepted many appreciate from the lecturer and parents, automatically it was influenced the students' motivation.

- 9. How do the listening lecturers inspire you in learning listening?
  - a. AR :*Yes, the lecturers give me inspire and make to diligent to study.*
  - b. YS :*Yes, my lecturer give me inspire do learning listening and can be listening English very well.*

- c. WH :*Yes, the lecturer inspire me in learning listening because I want to be able in learning listening like the lecturers.*
- d. RS :*The lecturers explained about the important of listening.*
- e. LF :*He gives to more and more chance to listen again.*
- f. SN :*The lecturers always give me a motivation to be able learning listening well.*

Based on the statements above it can be concluded that all of the students inspired by the lecturer. It was indicated based on their reasons there were: they want to be diligent in learning listening as their lecturers, they want to be have listening English well, the strategy in teaching listening of the lecturer is inspired them, and the lecturer was become a good model in teaching learning listening to English.

10. Have you ever followed private course of listening skill?

- a. SN : *Yes, I ever followed private course of listening skill.*
- b. AR : *No, I do not have followed private course of listening skill.*

Based on the statements above it can be concluded that some of students ever followed private course of listening skill, it means here effort of students is good, they want to make their listening to English better with private listening course as extracurricular activities.

In this research, the researcher got the data from questionnaires of the students' frequency in analysis of students' Intrinsic and Extrinsic motivation in learning listening at second semester of English study program in University of Pasir Pengaraian. Based on the result in questionnaires of the researcher explained above, it can be concluded that students' motivation in learning listening mostly came from extrinsic motivation. It was indicated that the result of the questionnaires show the extrinsic motivation in indicator teacher for the statement "the lecturer in listening subject is my inspiration" were 18 or 81,81% in agree level frequency. That was the most of high level frequency then other. It means that students' motivation in learning listening at second semester of English Study Program was in the level of category high. According Bernard (2010) also pointed that motivation is correlated to other factors such as pedagogical abilities of the teachers, learning tasks as well as the classroom itself. These factors, according to Bernard, would better offer the understanding of how motivation relates to language learning tasks of the learners. Teachers are also deemed to be very influential in increasing the motivation of the students in learning a language (Bernard, 2010)

Based on the results of interview it can be concluded that all the second semester students of English Study Program in University of Pasir Pengaraian were ever followed listening course. The students think that learning listening is very important. It means that all of students understand about how much the important learning listening in study English. The students always do practice to listening English every day because some reasons, there were: because they want to improve their listening, and

listening to English is very important in English. They like learning listening because some reasons. There were: learning listening is very fun and not hard, listening is important to learn, listening can make the students happy, and can improve English better. It was indicated that students have good attitude in learning listening. Their opinion about learning listening in university of Pasir Pengaraian was good. The students have strong desire in learning listening. It was indicated the students have discussed with the lecturer or friends when getting difficulties. All of the students inspired by the lecturer when they learning listening because most of students accepted many appreciate from the lecturer, automatically it was influenced the students' motivation. All of the students inspired by the lecturer when they learning listening. Most of students never followed private course of listening skill, it means here effort of students was in low category, because most of them did not follow the private listening course as extracurricular activities to increase their listening English skill.

Based on the explanation of the researcher above, it can be concluded that students' motivation in learning listening at second semester students of English Study Program in University Pasir Pengaraian was in the level of category high it was indicated that most of students can answer most of question well.

## CONCLUSION AND SUGGESTION

Based on the result of this research, the researcher concludes that the students' motivation in learning listening mostly came from extrinsic motivation in statement "the lecturer in listening subject is my inspiration" in indicator teacher becomes inspiration were the higher level frequency than other. It was indicated who have agree frequency were 18 or 81,81%. It means that students' motivation in learning listening at second semester of English Study Program was in the level of category high. The students inspired by the lecturer in English listening skill for some reason. There were: the lecturers always give motivation in learning listening in the form applause, the lecturers have English well especially in listening, and the lecturer's strategy in learning listening is good.

Based on the conclusion that had been discussed previously, the suggestions are offered as follows:

### 1. For the students.

That intrinsic and extrinsic motivation is very important in learning English especially in learning listening. So, you have to increasing your motivation to English well especially in learning listening.

### 2. For the Lecturer.

The lecturers need to be good models for their students', because the lecturer becomes one of the extrinsic motivation for students.

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