

# THE CORRELATION BETWEEN THE STUDENTS' MOTIVATION AND LISTENING SKILLS

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**Abstract:** Motivation has important role in listening skills because it gives impulse to the students more independent to gain their goal. This research deals with the relationship between motivation and listening skills. The purpose of this research is to examine the students' motivation and whether it is in correlation with their listening skills. This research involved 31 members of the third semester students of English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura. This study was conducted in correlational research. The result of the study showed that they had different motivation towards listening skills. The finding of the research revealed that there was relationship 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.

**Keywords: Motivation, Listening Skills, Impulse**

**Abstrak:** Motivasi mempunyai peran yang penting dalam keterampilan mendengar karena dianggap dapat memberikan dorongan kepada mahasiswa – mahasiswa untuk lebih mandiri dalam pencapaian tujuan mereka. Penelitian ini berhubungan dengan korelasi antara motivasi dan keterampilan mendengar. Tujuan penelitian ini adalah untuk menguji motivasi mahasiswa – mahasiswa dan apakah ada hubungannya dengan keterampilan mendengarkan. Penelitian ini melibatkan 31 mahasiswa semester 3 Program Studi Pendidikan Bahasa Inggris Universitas Tanjungpura. Metode penelitian yang digunakan adalah penelitian korelasi. Hasilnya menunjukkan bahwa mereka memiliki motivasi yang berbeda terhadap keterampilan mendengar. Hasil penelitian membuktikan adanya hubungan antara motivasi dan keterampilan mendengar. Perhitungan dari uji Korelasi Pearson menunjukkan nilai r antara variable X (motivasi) dan Y (keterampilan mendengarkan) sebesar 0.73 dengan derajat- derajat kebebasan sebesar 29. Berdasarkan table nilai r pada Uji Korasi Pearson, nilai ini berada di interval 0.66 – 0.85 yang menunjukkan bahwa terdapat korelasi yang kuat antara variable X dan Y.

**Kata Kunci: Motivasi, Keterampilan Mendengarkan, Dorongan**

Motivation is very important to get success in learning language. Dörnyei (2011) stated that motivation plays more important role in the second language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (1972) emphasise that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. However, there are two distinct types of motivation concerned with second language learning; integrative motivation and instrumental motivation. Mun (2011), Redfield, Figoni and Levin (2009) claimed that the terms integrative and instrumental motivations were originally developed by Gardner and Lambert in the year 1959 to describe different motivational orientations.

English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura aims to produce qualified teachers. They will integrate themselves to the student in teaching and learning process. Good motivation from the teacher can increase the students' learning process in second language. It has teaching and learning programs, which include four Language skills: speaking, listening, writing, and reading. This research concerns with the language skills especially listening skills. Listening is the basic of communication in learning second language. Particularly, learning listening comprehension is assumed more important place in second language teaching and learning process, and is probably one of the most difficult tasks of language learners. Motivation is one important element directly influencing their achievement. As cited in Nguyễn (2011), Littlewood, (1984:53) stated that Motivation is the crucial force which determines whether the listener embarks on a task at all.

Based on motivations above that are integrative and instrumental motivation, both motivations have greater influence in second language learning. As cited in Engin (2006), Gardner and Lambert (1972) and Schumann (1978) pointed out that integrative, instrumental, and work avoidance motivation help second language learners to learn the target language more easily. It is understood that, as with learning any subject, second language learners must pay attention and learn actively in order to integrate knowledge.

In listening learning process needs motivation that can support and improve their skill. The appropriate motivation is the key to get succeed to be a good listener. The primary motive for learning a language is that it provides a means of communication.

Furthermore, TOEFL test is one of materials that gives appropriate listening materials for listening comprehension, the students may be motivated to learn and improve their listening comprehension from the listening materials are provided. According to Brown (1994) as cited in Jafari (2009), listening instructions must be intrinsically motivating. He also mentioned that background knowledge plays an important role in the improvement of listening comprehension. Once the lesson

content and teaching techniques retrieve listeners' background knowledge and appeal to their interest, listeners are motivated to learn language.

## **METHOD**

A method of this research is correlative study. As cited in Creswell (2012) defined correlation as a statistical test to establish patterns for two variables. The statistical analysis of the research question can be conducted through a progression or sequence of analyses using a standard test for correlation that produces a result called "r." The r coefficient is reported with a decimal numeral in a process known as the Pearson Correlation Coefficient (Cooper and Schindler, 2001).

The participants were the third semester students of English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura. The participants consist of male and female student. To gather the data, the writer used questionnaires and TOEFL test. The questionnaire is adapted and modified from Taguchi et al. 2009. The TOEFL test listening comprehension is taken from the Phillips, Deborah (2004).

The writer focused on finding the correlation between instrumental and integrative motivation toward listening skill were held by the third Semester of English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura. To gather the data, the writer collected the questionnaire given to the participants. In order to make this research became more obvious the steps of data analysis were needed. Due to that fact, the writer followed some steps below:

### **Analysis on the frequency of students' overall responses**

In this step, the writer classified the overall frequency of the students' responses obtained in the questionnaire. The purpose of this analysis presents the overall result towards the kind of motivations; instrumental and integrative motivation.

### **Analysis the score on each student of listening skills**

In this step, the writer measures the data to find out of each student's score for listening skills.

### **Analysis on the relationship between students' integrative toward their listening skill and instrumental motivation toward their listening skills**

In this analysis, the writer used the formula of Pearson Product Moment to find out the relationship between two variables; instrumental and integrative motivation as independent variable and listening skills as dependent variable. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Note:

$r_{xy}$	= Correlation coefficient between students' motivation and students' listening skills
$N$	= Number of respondents
$X$	= Distribution of students' motivation score
$Y$	= Distribution of students' listening skills
$\sum x$	= Total score of students' motivation
$\sum y$	= Total score of students' listening skills
$\sum xy$	= Total numbers of X multiplied by Y
$x^2$	= Guarded from X
$y^2$	= Guarded from Y

Degree of freedom:

$$df = N - nr$$

Note:

$df$	= Degree of freedom
$N$	= Number of cases
$nr$	= Number of variable

Criteria :

If  $r_o > r_t$  means there is correlation and  $H_a$  is accepted,  $H_o$  is rejected.

If  $r_o < r_t$  means there is no correlation and  $H_a$  is rejected,  $H_o$  is accepted.

$H_o$  : There is no significant correlation between beliefs about language learning and learners' autonomy

$H_a$  : There is a significant correlation between beliefs about language learning and learners' autonomy

Based on Cohen and Manion (1994) as cited in Dörnyei (2011), the relationship between the two variables studied is shown by consider the interpretation size coefficients as follows 0,20 – 0,35 are categorized as very low, 0,35 – 0,65 are categorized as low, 0,66 – 0,85 are categorized as strong, 0,86 and above are categorized as very strong.

### **Analysis the contribution between both of students' motivation toward their listening skills**

In this stage, the researcher examined the size of the contribution of combination of motivation that are instrumental and integrative motivation as variable X to TOEFL Listening Comprehension as variable Y.

The data can be determined by the formula diterminan coefficient that is  $KP = r^2 \times 100\%$

Note:

KP = Value Coefficient Diterminan

r = Value Correlation coefficient

## FINDING AND DISCUSSION

### Finding

#### Analysis on the frequency of students' overall responses

Based on the calculation of students' responses to the questionnaire, the data showed there were 18 students had integrative motivation which was influenced their listening skill, 11 students had instrumental motivation which was influenced their listening skill, and the other 2 students had both of motivation. The data showed that integrative motivation influence dominantly in listening skill.

#### Analysis the score on each student of listening skills.

The data collection for listening skills is TOEFL listening comprehension which consisted of 50 items was distributed to the students. Rating from 50-39, there were 10 students had good score of TOEFL listening comprehension. Rating from 38-25, there were 21 students had average score of TOEFL listening comprehension.

#### Analysis the relationship between students' integrative or instrumental motivation toward their listening skills

In this analysis, the result of the questionnaire's data has divided into two categories that are instrumental motivation score and integrative score.

#### Integrative Motivation

In this case, student' integrative motivation is as variable (X) and students' toefl listening comprehension score is as variable (Y). According to the data, each data was calculated by using Pearson Product Moment Formula. Below is the result of the correlation between integrative motivation and listening skills :

**Table 1**

**The Correlation between Integrative Motivation and Listening Score**

N	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
N= 31	ΣX=1283	ΣY = 1136	ΣXY= 47412	ΣX <sup>2</sup> = 53759	ΣY <sup>2</sup> = 42100

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}]}}$$

$$r_{xy} = \frac{31 \times 47,412 - (1,283)(1,136)}{\sqrt{[\{31 \times 53,759 - (1,283)^2\} \{31 \times 42,100 - (1,136)^2\}]}}$$

$$r_{xy} = \frac{1,469,772 - 1,457,488}{\sqrt{[(1,666,529 - 1,646,089) \{1,305,100 - 1,290,496\}]}}$$

$$r_{xy} = \frac{12,284}{\sqrt{[(20,440) \{14,604\}]}}$$

$$r_{xy} = \frac{12,284}{\sqrt{[298,505,760]}}$$

$$r_{xy} = \frac{12,284}{17,277.31924}$$

$$r_{xy} = 0.71099$$

The result of correlation between students' integrative motivation and students' listening skills was 0.71099. According to the table of significance, it can be seen that df 29 is 0.3009 on r table for the 5% significance degree, and 0.4158 on 1% significance degree. So it means 0.71099 on r table is higher than r table (0.71099 > 0.4158 and 0.71099 > 0.3009), null hypothesis (H<sub>0</sub>) is rejected and alternative hypothesis (H<sub>a</sub>) is accepted. As we can see in the Table 3 the interpretations size of coefficient by Cohen and Manion (1994), the value of r<sub>xy</sub> is 0.71099 is in the interval of strong level.

#### **Instrumental Motivation**

In this case, student' instrumental motivation is as variable (X) and students' TOEFL listening comprehension score is as variable (Y). According to the data, each data was calculated by using Pearson Product Moment Formula. Below is the result of the correlation between instrumental motivation and listening skills:

**Table 2**  
**The Correlation between Instrumental Motivation and Listening Score**

N	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
N = 31	ΣX = 1270	ΣY = 1136	ΣXY = 46860	ΣX <sup>2</sup> = 52580	ΣY <sup>2</sup> = 42100

$$r_{xy} = \frac{31 \times 46,860 - (1,270)(1,136)}{\sqrt{[(31 \times 52,580 - (1,270)^2) \{31 \times 42,100 - (1,136)^2\}]}}$$

$$r_{xy} = \frac{1,452,660 - 1,442,720}{\sqrt{[(1,629,980 - 1,612,900) \{1,305,100 - 1,290,496\}]}}$$

$$r_{xy} = \frac{9,940}{\sqrt{[(17,080) \{14,604\}]}}$$

$$r_{xy} = \frac{9,940}{\sqrt{[249,436,320]}}$$

$$r_{xy} = \frac{9,940}{15,793.55312}$$

$$r_{xy} = 0.62937$$

The result of correlation between students' instrumental motivation and students' listening skills was 0.62937. According to the table of significance, it can be seen that df 29 is 0.3009 on r table for the 5% significance degree, and 0.4158 on 1% significance degree. So it means 0.62937 on r table is higher than r table (0.62937 > 0.4158 and 0.62937 > 0.3009), null hypothesis (H<sub>0</sub>) is rejected and alternative hypothesis (H<sub>a</sub>) is accepted. As we can see in the Table 3 the interpretation size of coefficient by Cohen and Manion (1994), the value of r<sub>xy</sub> is 0.62937 is in the interval of low level.

### **Analysis the contribution between both of students' motivation toward their listening skills**

In this case, the data of combination of integrative and instrumental motivation has been calculated and both motivations as variable X while TOEFL Listening Comprehension as variable Y. The result was measured by using Pearson Product moment formula and determinant coefficient formula. Below is the result of the correlation between both motivations and listening skills:

**Table 3**  
**The Correlation between Both Motivation and Listening Score**

N	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
N = 31	ΣX = 2552	ΣY = 1136	ΣXY = 94225	ΣX <sup>2</sup> = 212206	ΣY <sup>2</sup> = 42100

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{31 \times 94.225 - (2,552)(1,136)}{\sqrt{[31 \times 212,206 - (2,552)^2] [31 \times 42,100 - (1,136)^2]}}$$

$$r_{xy} = \frac{2,920,975 - 2,899,072}{\sqrt{[6,578,386 - 6,512,704] [1,305,100 - 1,290,496]}}$$

$$r_{xy} = \frac{21,903}{\sqrt{[65,682] [14,604]}}$$

$$r_{xy} = \frac{21,903}{\sqrt{[959,219,928]}}$$

$$r_{xy} = \frac{22,479}{30,971.27585}$$

$$r_{xy} = 0.7258$$

The result of the correlation between both motivation toward student's listening skills is 0.7258. According to the table of significance, it can be seen that df 29 is 0.3009 on r table for the 5% significance degree, and 0.4158 on 1% significance degree. So it means 0.7258 on r table is higher than r table (0.7258 > 0.4158 and 0.7258 > 0.3009), null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. As we can see in the table 3 the interpretations size of coefficient by Cohen and Manion (1994), the value of  $r_{xy}$  is 0.7258 is in the interval of strong level. It means that the motivation as the researcher discussed in this research have strong effect in listening skills.

#### **Determinant Coefficient formula:**

$$KP = r^2 \times 100\%$$

$$KP = (0.726)^2 \times 100 \%$$

$$KP = 0.5271 \times 100 \%$$

$$KP = 52.71\%$$

The contribution values of both motivations toward their listening skill are 52.71%. It means that the motivation give the contribution toward listening skill is about 52.71 % and the balance 47.29 % is influenced by other variables.

#### **Discussion**

In line with Finegan 1999:568 as cited in Mun, 2011, who stated that the integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. The result of correlation between integrative motivation and students' listening skills is 0.71099 and the result of correlation between instrumental motivation and students' listening skills is 0.62937. It means that the integrative motivation highly influence to the student's listening skills rather than the instrumental motivation.

The data showed that there is a correlation between integrative and instrumental motivation toward listening skills. Dörnyei (1990), Gardner and Macintyre (1991), Clement, Dörnyei, and Noels (1994) as cited in Jafari (2009), in their studies revealed that motivation is significantly related to second language



learning. Failing test might debilitate a student's self-confidence, resulting in anxiety, and a lower motivation for practicing English listening.

The contribution value of both motivations toward their listening skill is 52.71%. It means that the motivation gives the contribution toward listening skill is about 52.71% and the balance 47.29% is influenced by other variables. There is a significant relationship between the success of second language learning and the kind of motivations.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This research was done to find out the relationship between motivation and listening skills among the third semester students of English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura. The finding of this research revealed that the integrative motivation had the greater influence for the students rather than the instrumental motivation. It means the integrative motivation had strong effect in their listening skills. The research did reveal that the motivation contributes substantial element toward listening skills. The calculation of Pearson Product Moment showed that “r” value between variable X (motivation) and variable Y (listening skills) is 0.72 with degree of freedom 29. Based on table of “r” value of Pearson Product Moment, it is interval 0.66 - 0.85 that means there is strong correlation between variable X and variable Y. In other words, the research revealed that there is strong correlation between motivation and listening skills.

### **Suggestion**

English has 4 important skills that closely related in learning English as Foreign Language. University should focus on the materials and subjects that are related to the English learning process. One of the good materials is TOEFL listening comprehension test that appropriate for listening class so that the students get used to practice the exercises/tasks. It is one way to know the students' listening competency. Beside in formal class, the students could learn in Language lab that can be accessed freely. They could easily access the language lab in informal activities.

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