

**THE CORRELATION BETWEEN REFLECTIVE THINKING AND
LISTENING COMPREHENSION ACHIEVEMENT OF THE SIXTH
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
OF THREE UNIVERSITIES IN PALEMBANG**

A Thesis by

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Student Number 06011381520056

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
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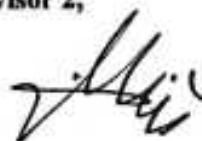
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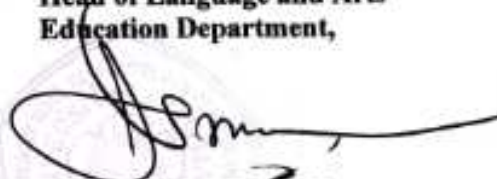
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Certify that thesis entitled "The Correlation between Reflective Thinking and Listening Comprehension Achievement of The Sixth Semester Students of English Education Study Program of Three Universities in Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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ACKNOWLEDGEMENT

This study was written to fulfill one of the requirements for S1 degree at the English Education Study Program, Faculty of Teacher Training and Education Sriwijaya University. First, the researcher would like to express her great-sincere gratitude to Allah SWT the almighty for the blessing and mercies so that this thesis could be finished.

I would like to express my sincere gratitude to my advisors Ida Rosmalina, S.Pd., M.Pd. and Bambang A. Loeneto, M.A., Ph.D. for the continuous support of my research, for their patience, motivation, and immense knowledge. Their guidance helped me in all the time of research and writing of this thesis. Then, I would like to express my big gratitude to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M. A., Ph.D.), and all his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M. Hum.), and the Coordinator of English Education Study Program (Hariswan Putra Jaya, S. Pd., M. Pd.) for their assistance in administrative matters.

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION OF PLAGIARISM	iv
DEDICATIONS AND MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi

CHAPTER I : INTRODUCTION

1.1 Background	1
1.2 Problems of the Study.....	3
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	4

CHAPTER II : LITERATURE REVIEW

2.1 Definition of Reflective Thinking	5
2.2 The Concept of Listening	6
2.2.1 The Listening Definition	6
2.2.2 Listening Comprehension	7
2.2.3 Stages of Listening Comprehension	7
2.2.4 Factors Influence Listening Comprehension	9
2.3 Listening Comprehension Achievement	10
2.4 Previous Related Studies	10
2.5 Hypotheses of the Study	12

CHAPTER III : RESEARCH METHODOLOGY

3.1 Method of the Study	13
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3.2	Variables of the Study	13
3.3	Operational Definitions	14
3.4	Population and Sample of the Study.....	14
	3.4.1 Population.....	14
	3.4.2 Sample.....	15
3.5	Techniques of Collecting the Data	15
	3.5.1 Reflective Thinking Questionnaire	16
	3.5.2 Listening Comprehension Test	16
3.6	Validity and Reliability of the Instruments	16
3.7	Techniques of Analyzing the Data	17
	3.7.1 Questionnaire	17
	3.7.2 Test.....	17
	3.7.3 Correlation.....	18

CHAPTER IV : FINDINGS AND INTERPRETATION

4.1	Findings of the Study.....	19
	4.1.1 General Findings	19
	4.1.1.1 The Results of Reflective Thinking Questionnaire	19
	4.1.1.2 The Results of Listening Comprehension Test	20
	4.1.1.3 Correlation Analysis.....	21
	4.1.1.4 Regression Analysis	22
	4.1.2 Supporting Findings	23
	4.1.3 Specific Findings.....	27
4.2	Interpretation.....	29

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

5.1	Conclusions	32
5.2	Suggestions	32

REFERENCES	33
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APPENDICES	39
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LIST OF TABLES

Table 1	5
Table 2	15
Table 3.....	18
Table 4	18
Table 5	19
Table 6	20
Table 7.....	20
Table 8.....	21
Table 9.....	21
Table 10.....	22
Table 11.....	23
Table 12.....	24
Table 13.....	24
Table 14.....	25
Table 15.....	25
Table 16.....	26
Table 17.....	26
Table 18.....	27
Table 19.....	28
Table 20.....	29

LIST OF APPENDICES

- Appendix A : Reflective Thinking Questionnaire
- Appendix B : Listening Comprehension Test
- Appendix C : Validity and Reliability of the Questionnaire
- Appendix D : Reliability of the Test
- Appendix E : Results of the Questionnaire and the Test
- Appendix F : Surat Usul Judul
- Appendix G : Surat Keputusan Pembimbing Skripsi
- Appendix H : Surat Izin Penelitian
- Appendix I : Surat Keterangan telah melaksanakan penelitian
- Appendix J : Research Design Seminar Approval (Pre)
- Appendix K : Research Design Seminar Approval (Post)
- Appendix L : Research Design Seminar Suggestion List
- Appendix M : Preliminary Research Report Seminar Approval (Pre)
- Appendix N : Preliminary Research Report Seminar Approval (Post)
- Appendix O : Preliminary Research Report Seminar Suggestion List
- Appendix P : Thesis Final Examination Approval (Pre)
- Appendix Q : Thesis Final Examination Approval (Post)
- Appendix R : Thesis Final Examination Suggestion List
- Appendix S : Documentation

THE CORRELATION BETWEEN REFLECTIVE THINKING AND LISTENING COMPREHENSION ACHIEVEMENT OF THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF THREE UNIVERSITIES IN PALEMBANG

ABSTRACT

Reflective thinking is a level of higher thinking which deals with analyzing and making judgement through thinking process (such as elaborating with the prior knowledge and correcting mistakes found during troubleshooting). Reflective thinking also believed as one of the factors affected listening. To prove that statements, the aims of this study were to find out whether or not there was a significant correlation between students' reflective thinking and listening comprehension achievement, and to find out whether or not there was significant contribution of reflective thinking to listening comprehension achievement. The sample of this study was 170 sixth semester students of English Education Study Program of three universities in Palembang which is Sriwijaya University, PGRI University and Muhammadiyah University. The technique of collecting the data was total population sampling. Two instruments were used in collecting the data. First is a reflective thinking questionnaire and the second was a listening test. Pearson Product Moment Correlation Coefficient and Simple Linear Regression were used to analyze the data. The result of Pearson Product Moment showed that the r -obtained (0.799) was higher than r -table (0.197). It means that there is a significant correlation between reflective thinking and listening comprehension achievement. The result of regression showed that the F value (0.000) was lower than the significant value (0.05), and the adjusted r -square was 0.637. It means that there is 63% contribution of reflective thinking to listening comprehension achievement.

Keywords: *Correlation, Reflective Thinking, Listening Comprehension Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study.

1.1 Background

English is one of the languages in Indonesia that is taught in every stage of education, from primary school to university (Siragih, Silalahi, & Pardede, 2014). Based on Indonesian Government Regulation No. 32, 2013, article 70, English is stated as a compulsory subject that has been taught and has been included as one of the subjects that is tested in national final exam in junior and senior high schools.

Based on the survey done by English First course institution about 'English Proficiency Index' (EF EPI) which the ranks are grouped into the highest (1-8), high (9-21), average (22-35), low (36-57), and the lowest (58-80), Indonesia ranks 39th of 80 countries in the world and ranks 10th of 20 countries in Asia. It means that Indonesia is still in the low ranks. Whereas, the neighboring countries like Singapore and Malaysia got high ranks in English Proficiency Index in term of the language skills (listening, speaking, reading, and writing).

In learning English, students are expected to be able to master all language skills of English, which are listening, speaking, reading, and writing. Among the four language skills, listening plays an important role in the life of people. As Darweesh (2014) says that listening is the most important skill used by people to communicate with each other. Gilakjani and Ahmadi (2011) reported that 40-50 percent of our daily communication is spent on listening, 25-30 percent on speaking, about 11-16 percent on reading and only 9 percent on writing. It means that listening gives much influence in our daily communication.

By listening students can acquire foreign language. Hamouda (2013) says that the importance of listening skills can be denied in foreign language because receiving language input is the key to acquire a language. According to Saricoban (1999) "listening is the ability to identify and understand what others are saying"

(p.16). Not only hear but also try to understand what the speaker is saying. As Chazal (2014) states that student needs good listening skill to understand what people are saying in many academic situations.

Vandegrift (2004) claims that listening is presumably the least explicit among the four language skills, that makes it the most difficult skill to learn. As Oxford (1993) describes that listening is a complex problem-solving that is not simply the sounds recognition. Listening involves understanding of words, phrases, clauses, sentences, and connected discourse as well. Development of listening skill, might be affected by various factors, one of them is reflective thinking which is as a sub-category of critical thinking (Vogely, 1998).

The past decade has witnessed an increasing attention to reflective thinking and its importance as an element of education (Willingham, 2007). Boud, Keogh and Walker (1985) define reflection as: "those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations". Dewey (1933) agrees that reflective thinking is a part of critical thinking which deals with the practice of analyzing and making judgments concerning what has occurred (experience). Dewey (1993) also adds that reflective thinking is important in prompting learning (including listening comprehension) through complex problem-solving strategies is appropriated to achieve the goal. It becomes evident that reflective thinking is a necessity for daily activities, because whenever a decision is made, we go through a thinking process (Rudd, 2007).

It is also supported by the informal interview with several sixth semester students of English Education of Sriwijaya University who have taken all the Listening courses, that after the Listening courses, they often think again about what they have learned. Also when they faced the same type of question they often reflected what they have learned and improved the way they answer the question.

Based on the study conducted by Ghanizadeh (2017), reflective thinking influences the academic achievement positively. It means that if the students have high reflective thinking, they will have good academic achievement.

Naghdi-pour and Emeagwali (2013) found that age and the level of education are two key determinants of reflective thinking behavior. It means that different ages can influence the reflective thinking.

DeVito (2000) states that there five stages of listening which are receiving, understanding, remembering, evaluating or judging, and responding. According to Kember, Leung, Jones, Loke, McKay, Sinclair, Tse, Webb, Wong, Wong, and Yeung (2000) there are four aspects of reflective thinking which are habitual action, understanding, reflection, and critical reflection. In both listening and reflective thinking there are two stages and aspects that are same, which is understanding and evaluating and judging included as reflective in reflective thinking.

For those reasons the research was conducted to investigate **“The Correlation between Reflective Thinking and Listening Comprehension Achievement of The Sixth Semester Students of English Education Study Program of Three Universities in Palembang”**.

1.2 The Problems of the Study

The problems of the study are formulated in the following questions.

1. What is the reflective thinking of the sixth semester students of English Education Study Program of Three Universities in Palembang?
2. What is the listening achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang?
3. Is there any significant correlation between reflective thinking and listening comprehension achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang?
4. If yes, how much is the contribution of the reflective thinking to listening comprehension achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang?

1.3 The Objectives of the Study

In relation to the problems above, the objectives of the study are formulated in order to:

1. find out the reflective thinking of the sixth semester students of English Education Study Program of Three Universities in Palembang.
2. find out the listening comprehension achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang.
3. find out whether or not there is a significant correlation between reflective thinking and listening comprehension achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang.
4. find out how much contribution of the reflective thinking to listening comprehension achievement of the sixth semester students of English Education Study Program of Three Universities in Palembang.

1.4 The Significance of the Study

By conducting this correlational study, hopefully it can answer the research questions and can be useful for students, teachers or lecturers, and future researchers.

1. For the students, hopefully the result of this study can make the students increase their reflective thinking considering the importance of reflective thinking.
2. For the teachers or lecturers, hopefully this study gives an insight about the importance of reflective thinking, so they can look for the way to prompt the students' reflective thinking.
3. For the future researchers, hopefully the result of this study will give a lot of information about reflective thinking and listening comprehension achievement of the three universities which can be useful as a reference for doing the research on the same topic.

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