

**THE RELATIONSHIP OF PSYCHOLOGICAL FACTORS ON  
LISTENING COMPREHENSION TEST ACHIEVEMENT OF THE FIRST  
SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF  
SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**Student Number 06011181520028**

**English Education Study Program**

**Language and Arts Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2020**

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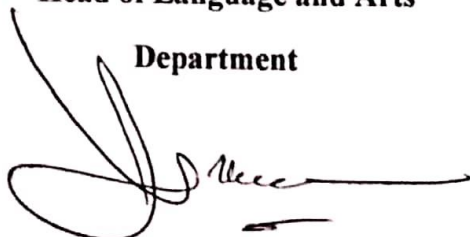


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## **DEDICATION**

This thesis is dedicated to:

- My parents (H. Baijuri S,Km., M.Kes and Ismawati S.H.), sister (Meity Isriyanti Lestari) and brother (M. Rizki Radana) who always love, pray, and support me.
- My beloved friends, especially Destik, Dilak, Eljak, Fauziah, Irwan, and Mutiyak who always support me and cheer up my day.
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Inderalaya, 13 February 2020

The writer,



Dwita Noprimasari

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**ABSTRACT**

This study aimed to find out (1) whether or not there was any significant relationship of the psychological factors on the listening comprehension test achievement of the first semester students of English study program of Sriwijaya University and (2) which psychological factors were more dominant in contributing the listening comprehension test achievement. The population of this study was all first semester students of English Education Study Program of Sriwijaya University. The number of the sample were 75 students. To collect the data, listening comprehension test and psychological factors questionnaire were given to the sample. The data were analyzed statistically by using Statistical Package for the Social Sciences (SPSS). The findings showed psychological factors gave a significant contribution on the listening comprehension test achievement with the contribution of 19.6%. Then, between the psychological factors that are used in this study (self-efficacy and anxiety), the anxiety became the factor that contributing more in the students' listening comprehension test achievement with the total contribution of 8.6%.

**Keywords:** *Psychological factors, Self-efficacy, Anxiety, listening comprehension test achievement.*

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# CHAPTER I

## INTRODUCTION

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

### **1.1 Background of the Study**

When people want to learn a language, the first skill that must be learned by them is listening skill (Nation & Newton, 2009). Mostly the people listen more rather than speak, write and read, therefore, one start to learn a language by listening first. According to Linse (2005), you have to be able to hear a word before you speak, able to speak before you read, and able to read before you write.

Listening skill has an important role in our life, especially in communication (Rost, 2013). We need to know what people say, how the word is used, and how to pronounce the word correctly. If we want to communicate well, we need not only to speak but also to listen to what people say to build a good communication. People cannot speak in oral communication greatly without understanding what the others say to them (Underwood, 1989).

In addition, listening skill is most frequently used in people's daily life. According to Nunan (1998), the students who learn a foreign language spend 50% of their time in listening skill rather than the other skills. If the students do not perform well in the listening skill, it will be difficult for them to understand the material that the teacher teaches, because listening should come first before memorizing and understanding.

Listening skill is also a difficult skill faced by the students. According to English First (2017), among 16 countries of the university students, student's listening skill in Indonesia is on the average stage category (B1 level). It means that the students in Indonesia who learn English still have a problem with listening skill. Listening skill itself is not only about hearing something, but you need to be able to identify and understand what the people say (Saricoban, 1999).



Listening comprehension also has some aspects that need to be mastered by the students, among others, pronunciation, grammar, vocabulary and accent to make students easily understand what other people say.

According to Vandergrift (2007) the students who not taught how to listen effectively is one of the reasons why they have difficulties in listening skill. Listening is a neglected skill among the other skills for some decades (Tompkins & Hoskisson, 1995). In Indonesia context, the students are rarely learnt the listening skills in the classroom. According to Suparmin (1999) as cited in Syafi'i (2016), the English teacher who teach English as a foreign or second language in secondary schools in Indonesia have not really give a proper attention to the listening skill. According to Novalia (2011), there are only few secondary schools who learn about listening skill because there are still many schools who do not have a language laboratory and some also do not use the laboratory greatly although the schools have a language laboratory. According to Prasetyo, Vianty and Jaya (2014), although the teacher can conduct the listening activities orally and without doing it in language laboratory, it is still not effective for the students to learn the listening skill with this kind of activity. Language laboratory can provide the students with speaker and their concentration will not get disturbed by the noise from the outside because language laboratory is usually soundproof.

In the English Education Study Program of Sriwijaya University, the students must master all the skills and the aspects of the skills, because they are trained as an English teacher in the future. That is why they are supposed to master the skills. The students learn listening skill from the first semester to the third semester. In the first semester, they learn Basic Listening that consists of three credit hours. Intermediate Listening that consists of two credit hours in the second semester, and in the third semester they learn Advanced Listening that consists of three credit hours (Buku Pedoman FKIP UNSRI, 2018).

There are many factors that can affect students' listening comprehension achievement. According to Buck (2001) as cited in Jaya (2017), the quality of the recorded materials, the differences of culture, accent, the lack of vocabulary also

concentration, physical conditions and the length of listening can affect the students' listening comprehension achievement. Yilmaz and Yavuz (2015) found that pronunciation and psychological factors also can affect students' listening comprehension.

There are some psychological factors that can affect the students' listening comprehension achievement, there are self-esteem, motivation, self-efficacy, and anxiety, however in this study, the writer only focused on self-efficacy and anxiety because according to Lili (2015), sometimes the early semester students do not really pay attention to their listening skills when they were in secondary school, so when entering the college, especially for English Education Study Program, they feel anxious and have a low self-efficacy toward their listening skill.

According to Oktaviani (2016), many students of the English Education Study Program of Sriwijaya University still get low scores in their listening comprehension test with the mean of 48.65. It means that the students of the English Education Study Program still have not mastered the listening skill yet. Oktaviani (2016) found that the factor that makes the student have low scores in their listening comprehension test is student's self-efficacy

Psychological factors have a significant role in the students' listening comprehension, especially students' anxiety and self-efficacy. Although the students have the same knowledge and the same strategies for their listening comprehension, they still have a different score in their listening comprehension test, because their self-efficacy and anxiety level are different especially for the early semester students.

According to Bandura (1993), self-efficacy refers to people's belief and judgment about their own ability. Based on the information from the informal interview to the students of 1<sup>st</sup> semester of Sriwijaya University, the students think that they must improve their listening comprehension skill. They do not feel confident with their own skill in listening comprehension now. Rahimi and

Abedini (2009), found that self-efficacy can affect the students listening comprehension. If the students believe that they have a great skill in their listening comprehension and they believe that they can accomplish a given task, they will think that the difficulties that they face is a challenge that must be conquered by them. On the other hand, when the students believe that they do not have enough ability in listening comprehension, and they find the difficulties on it, they will give up immediately on their listening comprehension which means they will have a failure from the start.

Students' anxiety also affects their listening comprehension achievement (Serraj & Noordin, 2013). According to the informal interview with the 1<sup>st</sup> semester students of Sriwijaya University, they often get anxious when they do some listening exercises on listening subject, especially while doing English listening test. The anxiety makes the students difficult to focus on the speaker and easily forget what they have just heard, so that it makes them difficult to understand what the speaker said. Lack of confidence and lack of the aspects of listening comprehension, such as pronunciation, vocabulary, grammar, and the speed of the speaker can raise the students' listening anxiety (Lili, 2015).

Based on the explanation above, the writer is interested in investigate whether there is a significant relationship of the psychological factors on the students' listening comprehension achievement of the second semester students of English study program of Sriwijaya University.

## **1.2 The Problems of the Study**

Based on the background above, the problems of this study are formulated in the following question:

1. Is there any significant relationship of the psychological factors on the listening comprehension test achievement of the first semester students of English study program of Sriwijaya University?
2. Which psychological factors are more dominant in contributing the listening comprehension test achievement?

## **1.3 The Objectives of the Study**

The objective of the study are (1) to find out whether or not there is any significant relationship of the psychological factors on the listening comprehension test achievement of the first semester students of English study program of Sriwijaya University and (2) to find out which psychological factors are more dominant in contributing the listening comprehension test achievement

## **1.4 The Significance of the Study**

The writer hopes that the result of this study can give the information to the lectures of the English Education Study Program of Sriwijaya University about students' psychological factors on their listening comprehension achievement. The writer also hopes that the university students are aware and able to overcome their psychological factors that can affect their listening comprehension achievement, and for the following research, the writer hopes that the result of this study will provide the information about psychological factors, especially self-efficacy and anxiety and listening comprehension achievement.

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