

**THE CORRELATION BETWEEN ATTITUDE TO LISTENING AND
LISTENING COMPREHENSION OF THE SECOND SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT
SRIWIJAYA UNIVERSITY**

A Thesis by

IMRO'ATUL HUSNA

Student Number 06011281520075

English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2020**

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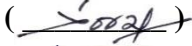
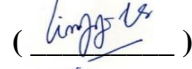



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Certify that thesis untitled "The Correlation between Attitude to Listening and Listening Comprehension of the Second Semester Students of English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate 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.

Palembang, March 2020

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Palembang, March 2020
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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 The Problems of the Study	5
1.3 The Objectives of the Study	6
1.4 The Significance of the Study.....	6

CHAPTER II: LITERATURE REVIEW

2.1 Attitude to Language Learning.....	8
2.2 Attitude to Listening	9
2.3 Listening Comprehension	11
2.4 The Importance of Listening	11
2.5 The Aspects of Listening	12
2.6 The Correlation between Attitude to Listening and Listening Comprehension.....	13
2.7 Previous Related Studies	14
2.8 Hypothesis of the Study.....	16

CHAPTER III: METHOD AND PROCEDURE

3.1	Method of the Study	18
3.2	Operational Definitions	18
3.3	Variables of the Study	19
3.4	Population and Sample of the Study.....	19
	3.4.1 Population.....	19
	3.4.2 Sample.....	20
3.5	Techniques for Collecting the Data	21
	3.5.1 Questionnaire	21
	3.5.2 Documentation	21
3.6	Validity	21
	3.6.1 Validity of the Listening Scores and Questionnaire.....	21
3.7	Reliability	22
	3.7.1 Reliability of the Listening Scores and Questionnaire.....	22
3.8	Technique for Analyzing the Data	22
	3.8.1 Technique for Analyzing the Questionnaire	22
	3.8.2 Technique for Analyzing the Documentation	23

CHAPTER IV: FINDINGS AND INTERPRETATIONS

4.1	Findings	25
	4.1.1 The Results of Data Analysis of Students' Attitude to Listening Questionnaire	25
	4.1.2 The Results of Data Analysis of Students' Listening Comprehension	26
4.2	Statistical Analyses.....	27
	4.2.1 Test of Normality	27
	4.2.2 The Results of Correlation Analysis between Attitude to Listening and Listening Comprehension	28
	4.2.3 The Results of Regression Analysis between Attitude to Listening and Listening Comprehension	29

4.3 Interpretations of the Study	29
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CHAPTER V: CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	34
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5.2 Suggestions	34
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REFERENCES	36
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APPENDICES	42
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LIST OF TABLES

Table 1	Population of Study.....	20
Table 2	Sample of Study	20
Table 3	Students' Attitude to Listening Score Interval.....	23
Table 4	Students' Listening Comprehension Interval Score	23
Table 5	Interpretations of Correlation Coefficient.....	24
Table 6	Results of Attitude to Listening Questionnaire.....	25
Table 7	Descriptive Statistics of Attitude to Listening Questionnaire.....	26
Table 8	Results of Listening Comprehension Test	26
Table 9	Descriptive Statistics of Listening Comprehension Test	27
Table 10	Results of Normality Test	27
Table 11	Results of Correlation Analysis between Attitude to Listening and Listening Comprehension	28
Table 12	Results of Regression Analysis between Attitude to Listening and Listening Comprehension	29

LIST OF APPENDICES

- Appendix A : Attitude to Listening Questionnaire
- Appendix B : Results of Questionnaire
- Appendix C : Normality of the Instruments
- Appendix D : Correlation Analysis between Attitude to Listening and Listening Comprehension
- Appendix E : Contribution of Attitude to Listening toward Listening Comprehension
- Appendix F : Surat Usul Judul
- Appendix G : Surat Keputusan Pembimbing Skripsi
- Appendix H : Perpanjangan Surat Keputusan Pembimbing Skripsi
- Appendix I : Surat Izin Melaksanakan Penelitian di FKIP Bahasa Inggris Universitas Sriwijaya
- Appendix J : Surat Keterangan Telah Melaksanakan Penelitian di FKIP Bahasa Inggris Universitas Sriwijaya
- Appendix K : Research Design Seminar Approval (pre)
- Appendix L : Research Design Seminar Approval (post)
- Appendix M : Research Design Seminar Suggestion List
- Appendix N : Daftar Dosen yang Diundang (Seminar Usul Penelitian)
- Appendix O : Daftar Hadir Mahasiswa (Seminar Usul Penelitian)
- Appendix P : Preliminary Research Report Approval (pre)
- Appendix Q : Preliminary Research Report Approval (post)
- Appendix R : Preliminary Research Report Suggestion List
- Appendix S : Daftar Dosen yang Diundang (Seminar Hasil Penelitian)
- Appendix T : Daftar Hadir Mahasiswa (Seminar Hasil Penelitian)
- Appendix U : Thesis Final Exam Approval (pre)
- Appendix V : Thesis Final Exam Approval (post)
- Appendix W : Thesis Final Exam Suggestion List
- Appendix X : Consultation Card

THE CORRELATION BETWEEN ATTITUDE TO LISTENING AND LISTENING COMPREHENSION OF THE SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

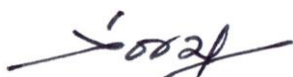
The aims of this study were to investigate: (1) how the attitude to listening of the second semester students of English Education Study Program at Sriwijaya University, (2) how the listening comprehension of the second semester students of English Education Study Program at Sriwijaya University, (3) whether or not there was a significant correlation between the attitude to listening and listening comprehension of the second semester students of English Education Study Program of Sriwijaya University, (4) whether or not there was any contribution of the attitude to listening to listening comprehension of the second semester students of English Education Study Program at Sriwijaya University. The sample of this study was 30 students of the second semester of English education study program Palembang class of Sriwijaya University. The data were collected by using attitude to listening questionnaire and listening comprehension score. The data were analyzed by using Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 25. The result showed that both the students' attitude to listening and their listening comprehension were categorized as average level. The students' attitude to listening significantly correlated to their listening comprehension with the p -value 0.400, and there was the contribution of attitude to listening to listening comprehension with the value 13%.

Keywords: *Correlation, attitude to listening, listening comprehension.*

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CHAPTER I

INTRODUCTION

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

1.1 Background

To catch up with global communication, people of non-native speakers should learn English since it has become an international language over the last century. They need to learn it as *lingua franca*, a shared language of communication that is used between people whose main languages are different, when they want to build a communication with people from other countries in terms of business, education, tourism, and many others either in specific or academic purpose. English is also being used for better job opportunities and following scientific and technological improvements (Lauder, 2008). According to Crystal (1997), English is used by people more than any other language in the history of the world. Similarly, Lauder (2008) states that English is one of the foreign languages that has to be taught. Hence, it is very important to learn English and teach it to the students in Indonesia since it is not the first language.

English consists of four basic skills: listening, speaking, reading and writing. Listening is an essential skill that has to be mastered by the learners. In language learning, listening is very important because it provides language input for the learners and it has a significant role in learners' language development (Hamouda, 2013). Generally, when someone wants to learn a new language, he/she has to listen to the words in that language several times to be able to remember and pronounce them well. Thus, having good listening comprehension will be very helpful because they can listen clearly to what the speaker says and it might increase their motivation and give them more confidence to communicate with native speakers. The higher the self-reliance that the learners have in listening comprehension, the more motivation they will get to have access to

spoken languages, such as having a conversation with a native speaker (Kurita, 2012).

Besides, listening ability of the learners will improve when they learn to listen to their target language. If they understand spoken language by listening, it is easier to improve the other skills and obtain confidence (Renukadevi, 2014). Therefore, students who develop listening comprehension early will be the better listener, and it can also help them in comprehending things easier since listening is the substantial skill, even the first skill that is taught to the new baby born is listening. Moreover, in the Quran surah Al-Israa verse 36 it is said “The hearing and sight and heart of each those it was responsible.” (Departemen Republik Indonesia, 2008). In that verse, the hearing is mentioned first before sight which means this sense is more important than sight. Another emphasis about the advantage of listening comes from the Messenger of Allah (peace be upon him) as he has kept the Qur’an by listening. Therefore, it can be inferred that hearing is the influential sense, as an important factor in the process of communication of linguistic.

Listening ability plays a significant role in the development of other language skills. Owolewa and Olu (2017) state that listening is in the first stage in order of acquisition among the four fundamental language skills. Similarly, Mendelson (1994) cites that listening takes up 40-50%; speaking 25-30%; reading 11-16%; and writing about 9% in the total time spent on communicating. Unfortunately, for some learners listening is the most difficult skill among four skills. They sometimes do not get the point of what the speaker is being talked. Jaya (2019) states that students experience problems in following the dialogue. It can be caused by the influence of mother tongue and second language that are not English. Although the students learn English in their school, listening is rarely taught in the class. It is relevant to what Gilakjani and Ahmadi (2011) said that learners who learn EFL have serious problems in listening comprehension because of the overemphasis on reading, grammar, and vocabulary. It becomes difficult for students to understand due to the limitation of exercise to listen to the

native speaker and unbalanced teaching among four English skills when they were in high school (Mulyanto & Syahman, 2009). Thereby, listening seems to be the weakest skill for many students and they encounter various kinds of listening problem.

According to Jaya (2017), good listening environments, good recording quality, and excellent linguistic competence are needed to get sufficient listening skill. It is relevant to the result of the study conducted by Desliana, Marzuki, and Hadriana (2016) that is lack of concentration, unclear pronunciation, speed rate, poor quality of equipment, unfamiliar word and topic, and psychological problem are the major problems of listening comprehension. Similarly, Ummah (2012) conducted a research about the problems encountered by some of Indonesian students in listening comprehension. The result showed that the problems are speed of speech of the speaker so that they lose their focus of what the speaker is talking about, lack of vocabulary so that they don't understand several parts of the speech, low concentration, unable to comprehend verbal command, and lack of motivation to study. Some learners think that listening is hard because they may have lack of vocabulary, feel uninterested about the lesson, are unable to focus on what speaker says and other reasons, so they do not get the point. Each individual has different problem, and the success is determined by individual itself. Thus, their attitude toward the target language might affect the result.

Gardner (1980) defines attitudes as the sum of a man's instincts and feelings, preconceived notions, threats, fears, prejudice or bias, and beliefs about any specified topic. Similarly, Hosseini and Pourmandnia (2013) state that attitude as a tendency to respond positively or negatively towards a certain thing, such as object, idea, or situation. From this perspective, not only the aspect of human's perceptivity but also the affective values towards particular object are involved in the attitude. Therefore, attitude significantly influences what is going to be done as a part of behavior when someone deals with certain situation.

Related to language learning, Masgoret and Gardner (1999) cite that the more substantial predictor of success in learning a language is the individual's attitude towards the language. Therefore, it can be defined that in the field of second or foreign language learning, attitudes have been found as one of the key factors that determine success and achievement (Mustafa, Rashid, Atmowardoyo & Dollah, 2015). This is also strengthened by what Walqui (2000) states that attitudes in the learner, the peer group, the school, the neighborhood, and society at large can have enormous effect on the second language learning process, both positive and negative. Hence, if the learners have good attitude to language learning, they most likely will get good score as well. The success or failure of the foreign language learning process relates to the students' attitudes towards the target languages (Coskun & Tasgin, 2018). However, it can be related that students' attitude can be categorized to language learning based on their tendency to have positive or negative attitude. In terms of its influence to students, positive attitude supports the learning process and the negative one obstructs the learning process.

In a further expansion, attitude can be broken down up to the English skill branches, i.e., listening, speaking, reading, and writing (Hasbi, 2013). It means that a learner's attitude can be different toward each skill and it is not actually the same at all. This is because how a learner thinks, feels, and behaves towards a particular skill may be different from the other skills. For example, a learner probably has a high attitude towards listening and or speaking but low towards reading and or writing. A learner with positive attitudes will create friendly contacts with the native speakers (Karim, Abidin & Ali, 2016). When the learners can comfortably communicate with native speaker, it means they can clearly listen to and understand of what is talked about. Students have to get used to the language as it is used for real communication among native speakers (Rogers & Medley, 1988).

Furthermore, if learners have favourable attitudes towards the speakers of the language, they will listen well and want more contact with them (Ahmed,

2015). This point can be interpreted that the students will enjoy more the listening lesson if they possess a positive attitude towards the process of learning listening itself, and as a result, they can get more knowledge and ability about that target language skill. Contrary to the students when their attitude towards listening is negative, they might be unwilling and pay less attention during the learning process. The passivity during the listening process can cause boredom for the students (Taib & Goh, 2006). Additionally, Ohakamikeref (2016) confesses that the learning environment that was not effective and conducive affects the negative attitudes to English language subject consisting of four skills and its results.

Based on the survey done by Hasbi (2015) to ESL and EFL students', attitude literally affects their listening comprehension, and he found that generally the students have neutral-to-positive attitudes towards English listening, yet EFL students' attitude shows better. Furthermore, Weili (2008) conducted a study about students' attitude towards the listening test to 293 second and third year students. The result showed that there was a positive influence given by students' attitude to their listening test.

At last, those two studies encourage the writer's willingness to get information by doing the research on second semester English education students' attitude to listening in Sriwijaya University since the previous researchers said that most of the students get the difficulty in English listening subject, meanwhile they have to have a good attitude towards that subject to make their English learning meaningful, effective and applicable since English is international language, and listening is one of the important skills to master and has the important role in the process of getting information. Therefore, the writer is interested to conduct the study entitled **“The Correlation between Attitude to Listening and Listening Comprehension of the Second Semester Students of English Education Study Program at Sriwijaya University”**.

1.2 The Problems of the Study

The problems of the study are formulated as follows:

1. How is the attitude to listening subject of the second semester students of English Education Study Program at Sriwijaya University?
2. How is the listening comprehension of the second semester students of English Education Study Program at Sriwijaya University?
3. Is there any significant correlation between attitude to listening and listening comprehension of the second semester students of English Education Study Program at Sriwijaya University?
4. Is there any contribution between the attitude to listening and listening comprehension of the second semester students of English Education Study Program at Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems of the study above, the objectives of the study are:

1. to find out how the attitude to listening subject of the second semester students of English Education Study Program students at Sriwijaya University.
2. to find out how the listening comprehension of the second semester students of English Education Study Program students at Sriwijaya University.
3. to find out whether or not there is a significant correlation between attitude to listening and listening comprehension of the second semester students of English Education Study Program students at Sriwijaya University.
4. to find out whether or not there is any contribution between attitude to listening and listening comprehension of the second semester students of English Education Study Program students at Sriwijaya University.

1.4 The Significance of the Study

The writer hopes that the result of this study will be beneficial for teachers of English, students, writer and future researchers. First, it is hoped that the result will give the teachers information about language teaching and learning that it is

important to understand both the material and the students' needs to enhance their learning motivation and attitude toward English especially listening comprehension so that they can enjoy the learning process and get good result. Second, it is hoped that this will encourage the students to learn more and more about listening since it is the essential skill to master, so that they will not get the difficulties either during the listening class or communicate with native using English. The last, it is hoped that the finding of this research will be useful for the writer as future English teacher and for the future researchers who are interested in this topic.

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