

The Correlation Between Students' Self-Motivation and Their English Listening Ability in English Online Teaching

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Abstract

The paper deals with the correlation between students' self-motivation and their English listening ability in online English teaching and learning. Data were collected from English Education students in Universitas Teknokrat Indonesia, faculty of art and education. The questionnaire question is related with the students' motivation and listening ability. The results were collected to find out the correlation between those things. The findings showed that there was a strong correlation between students' self-motivation and their English listening ability in online English teaching and learning. The current study concluded that self-motivation was contributive in helping the students to improve their listening ability.

Key words: Students, Motivation, Listening, Online Learning

INTRODUCTION

Listening is important ability of someone in paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). In other words, it means being aware of both verbal and non-verbal messages (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019)According to many ELT experts, listening includes some component skills which are: recognition of sounds, and words, knowledge of grammatical combinations and rules (Amin, 2020),(SETIYANTO, 2016),(Marlyna, 2017). Knowledge of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues and lastly combining background knowledge to figure out meaning and recall important words and ideas (BRONDONG, n.d.),(NASIONAL, n.d.). How well someone listens has a major impact on the quality of their relationship with others (CS, 2019),(Aditomo Mahardika Putra, 2021),(Savestra et al., 2021). Listening ability is also important to be mastered for its benefit in building a good communication (Celarier, n.d.),(Cindiyasari, 2017). In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). In comprehending the message conveyed by others, listening ability is needed (an Environmenta, n.d.),(Yuninda, 2020).

Listening activities also required in academic context, where the students have to deal with listening comprehension in the class (Hendrastuty, 2021),(Styawati et al., 2021),(Dharma et al., 2020). In EFL class, the students face difficulties in communication (V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). These problems are not only because of their ability, but also from the teachers (Supriadi & Oswari, 2020),(Putri et al., 2021),(Rossi et al., 2021). It is essential for language teachers to help their students become effective listeners (Susanto et al., 2021),(Pramita et al., n.d.). It is essential for language teachers to help their students become effective listeners (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022),(Sanjaya et al., 2014). The common problem for EFL teachers in

traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher (Songati, 2018),(Hasan, 2018). To overcome this problem, developing such an interactive way to teach listening is recommended (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018). Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening (Kurniawan, 2020),(Mathar et al., 2021).

LITERATURE REVIEW

E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom (Handayani et al., 2022),(Saputra, 2020a),(AS & Baihaqi, 2020). distributed learning, online-distance learning, as well as hybrid learning. E-Learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes (Saputra, 2020b),(Suwarni et al., 2022).

During this pandemic the online learning system was fully implemented for teaching and learning activities (Budiman & Sidiq, n.d.),(PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). The online learning system requires students to study independently because physical encounters with other people are not recommended, including face-to-face with the teacher (Akbar, 2019),(Bonar Siregar, 2021). One of the things that can make students enthusiastic in online teaching and learning is self-motivation. Motivation is of great importance because, as the research has shown, motivation influences the manner in which students learn. Hence, this study aims to highlight and to determine the correlation between students' self-motivation and their English listening ability in online English teaching and learning.

METHOD

In this research the researcher use descriptive qualitative method. The researcher gives the online questionnaire to collect the data. The participants of this research is the students of PI18A in Universitas Teknokrat Indonesia. The researcher gives the question by using Google Form tools and it consists of seven sets of question. The students have to send their responses by answering all the questions. This research was conducted on January 2021. The students will get 5 point option to answering. 1=Strongly Agree (SA), 2=Agree (A), 3=Undecided (U), 4=Disagree (D), 5=Strongly Disagree (SD) which indicate the degree frequency os respondents or students' about theirself motivation and English learning activities.

Following are the seven sets of questions that the students have to complete:

1. I like listening to English in E-Learning system.
2. I feel confident when listening to English in E-Learning system.
3. Choosing or writing answers in textbooks help my listening ability.
4. My listening ability improved as a result of listening materials (videos, worksheets, PowerPoints, textbooks, etc.) used in online class.
5. My lecturer's explanations about listening were useful.
6. My listening ability improved as a result of online class.

RESULTS AND DISCUSSION

After students give their responses, the researcher analyzes the responses that students give. Data is collected from student's responses by using Google Form platform which was conducted on January 2021.

This is the result of student's responses in form of table:

No.	Question	SA	A	U	D	SD
1.	I like listening to English in E-Learning system.	23,8%	42,9%	23,8%	4,8%	4,8%
2.	I feel confident when listening to English in E-Learning system.	23,8%	47,6%	23,8%	4,8%	0%
3.	Choosing or writing answers in textbooks help my listening ability.	38,1%	42,9%	9,5%	9,5%	0%
4.	My listening ability improved as a result of listening materials (videos, worksheets, PowerPoints, textbooks, etc.) used in online class.	28,6%	57,1%	9,5%	4,8%	0%
5.	My lecturer's explanations about listening were useful.	42,9%	38,1%	19%	0%	0%
6.	My listening ability improved as a result of online class.	19%	52,4%	4,8%	19%	4,8%
7.	Listening practices and activities in online class were useful.	38,1%	42,9%	14,3%	4,8%	0%

Based on the students responses about their self-motivation in English listening ability in online English teaching and learning. Most of students show positive responses on the implementation of E-Learning system in listening class. The perspective of students of PI18A of Universitas Teknokrat Indonesia in faculty of art and education show they are motivated in doing the listening learning activities with E-Learning system. The percentages of the students who send the positive is higher than the students who send the negative responses.

The Covid-19 pandemic has changed many things including the learning system in Indonesia. All subjects had to be made in an online learning format including listening classes. The data gained from the questionnaire show that the students has a high self-motivation. Although in the data received there were still some students who gave negative responses related to learning activities. This can be a reference for educators to k to determine solutions to overcome these problems, but the overall response received is very good. This shows that the online learning system is appropriate and effective in improving students listening ability.

CONCLUSION

Motivation is important for every student to have in teaching and learning activities. Teachers and parents are strong supporters of students in learning, but self-motivation is very important because teachers and parents are external supporters, while the greatest motivation that each individual has is in themselves. Motivation is proven to be strong supporter for improving students' abilities in various fields, both academic and non-academic. In English listening ability itself motivation is a very important for the students in order to improve their listening ability although they have to conduct the class in E-Learning system. Based on the results of the study, although the learning system has changed, it has actually made students experience an increase in listening skills. This is inseparable from various factors such as material, lecturers' skills in delivering material, high motivation, etc. The t-test results display the correlation between students self motivation and English listening ability. When the results scales are correlated, it is found that there is significant correlation between students' self-motivation in English listening ability in English online teaching and learning. However, there is some of student show the negative responses related with implementation of English listening class in online system, this is not considered as a crucial outcome.

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