

**An Analysis of Students' Motivation in Learning English Listening of The
Second Semester Students at English Study Program of FKIP UIR**

A THESIS

*Intended to Fulfill one of the Requirements for the Award of Sarjana Degree at
Teacher's Training and Education Faculty*

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PEKANBARU
2020

THESIS

AN ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING
ENGLISH LISTENING OF THE SECOND SEMESTER STUDENTS AT
ENGLISH STUDY PROGRAM OF FKIP UIR

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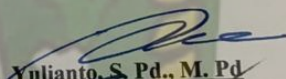
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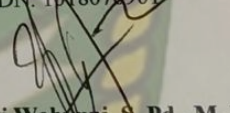
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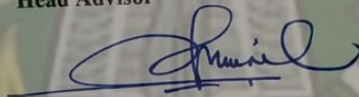
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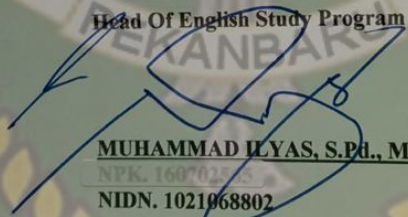
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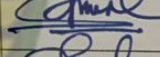

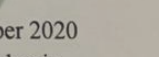
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

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The researcher realizes that this thesis still far from the perfection. Remaining errors are the researcher's own. Therefore constructive criticism and suggestions will be highly appreciated.

Billahi fi sabilil haq, Fastabiqul khairat.

Pekanbaru, September 2020

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MOTTO AND DEDICATION

When the bitterness and the pain it causes have reached its peak, be happy..
because it will disappear, soon.

For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.

(al- Insyirah [94] : 5-6)

Bismillah...

This thesis presented by my parents (papa Yusaidil Syawal, almh. mama
Susilawati, and mom Nazifah) and my brothers and sister. Thank you for
everything. I Love You So Much.

**AN ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING
ENGLISH LISTENING OF THE SECOND SEMESTER STUDENTS AT
ENGLISH STUDY PROGRAM OF FKIP UIR**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU**

ABSTRACT

The purpose of this reasearch is to determine students' motivation in learning English listening of the second semester students at English Study Program of FKIP UIR. Motivation was person's behavior in learning process that encourages them to perform actions. In this research, the researcher focused on analyzed two types of motivation, namely Intrinsic motivation and Extrinsic motivation. This research used descriptive quantitative research techniques. The sampling technique in this research used the random sampling method that consist of 48 students. The research instrument used is questionnaire with a total of 24 items were adopted from Rodiyah (2016) that distributed online through Google Form. The techniques of data analysis involved collecting the data, presenting the data, and interpreting the data. In conclusion, students' motivation in the second semester at English Study Program of FKIP UIR mostly influenced by the indicator desire that were 33 or 69%. It becomes the most high level than other. Which desire is included in the indicator of motivation that comes from within the students themselves or is called intrinsic motivation. In other words, the motivation to learn English listening that comes from inside students was bigger than the motivation comes from outside students.

Key words: Motivation, Intrinsic Motivation, Extrinsic Motivation, Learning Listening

**ANALISIS MOTIVASI SISWA DALAM BELAJAR MENDENGARKAN
BAHASA INGGRIS PADA SISWA SEMESTER KEDUA PROGRAM
STUDI BAHASA INGGRIS DI FKIP UIR**

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui motivasi siswa dalam belajar mendengarkan bahasa Inggris pada siswa semester kedua program studi Bahasa Inggris di FKIP UIR. Motivasi merupakan suatu pendorong yang mengubah energi dalam diri seseorang dalam bentuk aktivitas nyata untuk mencapai tujuan tertentu. Dalam penelitian ini, peneliti fokus menganalisis dua jenis motivasi yakni motivasi intrinsik dan motivasi ekstrinsik. Penelitian ini menggunakan teknik penelitian deskriptif kuantitatif. Teknik pengambilan sampel pada penelitian ini menggunakan metode *random sampling* yang terdiri dari 48 siswa. Instrumen penelitian menggunakan kuisioner dengan jumlah 24 item yang diadopsi dari Rodiyah (2016) dan didistribusikan secara *Online* melalui *Google Form*. Teknik analisis data meliputi pengumpulan data, penyajian data, dan interpretasi data. Kesimpulannya, siswa pada semester kedua program studi Bahasa Inggris di FKIP UIR sebagian besar dipengaruhi oleh indikator keinginan yaitu 33 atau 69%. Ini menjadi tingkat tertinggi daripada yang lainnya. Dimana keinginan ini termasuk dalam indikator motivasi yang berasal dari dalam diri mahasiswa sendiri atau disebut dengan motivasi intrinsik. Dengan kata lain, motivasi belajar yang berasal dari dalam diri siswa lebih besar daripada motivasi belajar yang berasal dari luar diri siswa.

Kata kunci: Motivasi, Motivasi Intrinsik, Motivasi Ekstrinsik, Belajar Mendengarkan

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is one of the International language in the world. In Indonesia, English still become a foreign language. However, English has used for all aspect of life. Sources of information in various media contained in English. It shows that Indonesian people will interested to learning English. They are motivated to learn English as well as they can in order to get a lof of information or knowledge as completely as needed. It is also said that English is a kind of industry that makes the public feel very need it. Subsequently, the Indonesian government has made English as a obligatory subject at each level of education for prepared the Indonesian generation to contentd internationally.

As we know, skills in English are devided into four parts, namely Listening, Speaking, Reading, and Writing. And among the four skills, the most difficult and at the same time the most important part is Listening. Listening is an activity that underlies someone in gaining knowledge or learning process. In other words, listening is an activity where we have to listen about something to get information or ideas from various sources. In daily communication, listening also has an important role. Because, listening can

avoid misunderstanding. That's way we must understand correctly what has been said.

The early stage of language acquisition begins with Listening, then Speaking, Reading and then Writing. And for a students, as one of their obligations after going through a long-term of learning process, they will take an international-based test, as requisition of their graduation from a college or related institution, or as requirement for getting a better job, they must pass tests such as TOEFL, IELTS and TOEIC. And listening is the most important part of any international-based test. Even listening is the first skill tested. However, listening is often overlooked and is not an important priority for students. Limited time also makes students still not very good at listening.

Even though, learning of English listening process is indeed not instant. It takes a relatively longer time to get used to the foreign sounds of English. Moreover, the process of learning English listening also requires the brain's unconscious ability to better remember what has been absorbed from the process of listening to conversations in English.

The first thing to do in learning English listening is learn to familiarize with all kinds of things that smell English. Students can start by trying to listen to English audios and films. Make sure the movies have not subtitles in bahasa, or look for one that has English subtitles as well. Listen regularly so the students are more familiar with the pronunciation of the English language.

And then, the importance of providing motivation for the best listening results. Because, motivation affects the learning process. In order to achieve a

purpose of motivation is comes within ourself and through our social life. Motivation will cause an energy change that occurs in humans, so that it will keep up to the problem of mental symptoms, feelings and emotions, to then act or do something. Also encouraged by the existence of goals, needs and desires. Basically every student is able to achieve goals and gainning achievements as many as possible. But, in reality some of students can not achieve it due to lack of motivation in learning English especially in learning listening.

Motivation is viewed as significant in its part in the accievement of language learning. Along this line of reasoning, students' motivation towards learning English can, somewhat, impact their learning results. It is a smart thought to research how students become effective or fail in learning English because it can influence their motivation and language learning. According to Kompri (2015: 4) explained how strong the motivation of an individual will determine the quality of the behavior displayed both in the context of learning and in other lives.

Motivation is separated into two parts, first is extrinsic motivation which arises from external factors or influence by others such as parents, friends or even social life and second one is intrinsic motivation which arises from inside for example they learn English because they like learning English or enjoy the material given by the teachers. Learning results will be ideal, if there is motivation. The more precise the motivation provided, the lesson will be more effective. Along these lines, motivation will consistently the intensity of the learning effort for students particularly in learning English listening. For

this reason, its important to create a creative ways in teaching listening, interactive and interesting are really important to make students motivated to learn English listening. Giving motivation to students, means directing students to do something. In the initial stages will cause the subject to feel there is a need to learning.

Based on the explanation, in view of the reasons over, the writer attract to do this research entitled **“AN ANALYSIS OF STUDENTS’ MOTIVATION IN LEARNING ENGLISH LISTENING OF THE SECOND SEMESTER STUDENTS AT ENGLISH STUDY PROGRAM OF FKIP UIR”**.

1.2 Identification of The Problem

In relation to carrying out the research activitis correctly and analyzing the data, the researcher needs to identify the research problem as follows: (1) Most of students assume that listening is so difficult, because of the students do not have enough practice in listening and the time is limited, (2) The students feel unfamiliar with the native speaker sound, it make students usually lose their ideas and do not know what they have listenied about, (3) The media that can help attract students’ attention to be more interested in learning English listening to listen easily and fun, (4) The importance of providing motivation to students that change the mindset of students that listening can be learned and easy if there is high motivation to make students get the best results for their listening lessons.

1.3 Focus of The Problem

The researcher has described some of the difficulties that students faced when learning English listening and it is caused by some factors. The core of some of these problems is students need more motivation when they learning English listening.

In this research, the researcher mention two types of motivation to see to what extent of motivation is needed for students. Therefore, the reseacher limit the problem only on the analyze of students' motivation in learning listening English of the second semester students at English Study Program of FKIP UIR .

1.4 Research Question

The research question is relevant to the purposes in this study, the following question is :

1. How are the students motivation in learning English listening of the fourth semester students at English Study Program of FKIP UIR ?

1.5 The Objectives of The Research

The objectives in this reasearch are as follow: To find out the students motivation in learning English listening of the second semester students at English Study Program of FKIP UIR

1.6 Significance of The Research

Theoretically, this research is to enrich the theory of English listening, especially to look up the students motivation in learning English listening.

Practically, the significances of ths research are as follow: (1) The researcher expected this study can be an input to the students in order to motivate and get more active in learning listening, (2) The researcher also expected that the study can be useful information for English listening lecturer in order to handle the students in learning listening and get effectively way and efficient in teaching listening, (3) For other researchers, this study can be a references to do futher research in the same topic in various way in different context.

1.7 The Definition of The Key Term

The researcher feel necessary to explain several terminologies to avoid misunderstanding of this research. The terminologies can be forwarded as in the followings :

a. Motivation

Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents (Lile, 2002). In this case, motivation mean by the researcher is an impluse from a students to carry out an action in a certain way in accordance with planned objective in learning English listening. And in this research the motivation

include two factors, they are external factor which called as extrinsic motivation and internal factors which called as intrinsic motivation.

b. Listening Comprehension

As defined by (Brown and Yule 1983 cited in Oktasari 2014)

Listening comprehension a process of understanding, repeating what hwas heard, figuring out the meaning of an axact word, and then knowing what an expression. In this research, listening comprehension can be defined as the second semester students ability in academic listening.

CHAPTER II

THEORITICAL FRAMEWORK

2.2 Relevance Theories

2.2.1 Students Motivation

2.2.1.1 Student

Students are members of the community who are trying to develop their potential through a learning process, formal education and non- formal education, at the level of education and certain types of education.

Student is valuable national asset and one of the factor of strong competitiveness, to be potentially able to respond globalization challenge (Haryana, 2007 : 37).

In conclusion, students can not be seperated from education. Both side by side for the sake of the realization of educational goals.

2.2.1.2 Motivation

Motivation is the one most important psychological concept in education (Rodgers & Withrow-Thorthon, 2005 cited in Alfian, 2019).

Crookes and Schmidt (1991), and Gardner and Tremblay (1994) cited in Hussin (2001) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior.

In other words, motivation is change of energy in a person to achieve a goals. Motivation that is needed for everyone. With motivation, move someone to do and want something. So have the awareness to realize it.

According to (Sardiman, 2016: 81) motivation has several levels as follows:

- a. Physiological needs, such as hunger, thirst, need for rest, and so on;
- b. Safety needs, free from fear and anxiety;
- c. Love needs, a feeling of acceptance in a society or group (family, school, community);
- d. Self actualization, that is, developing talent by endeavoring to achieve results in the fields of knowledge, social, personal formation.

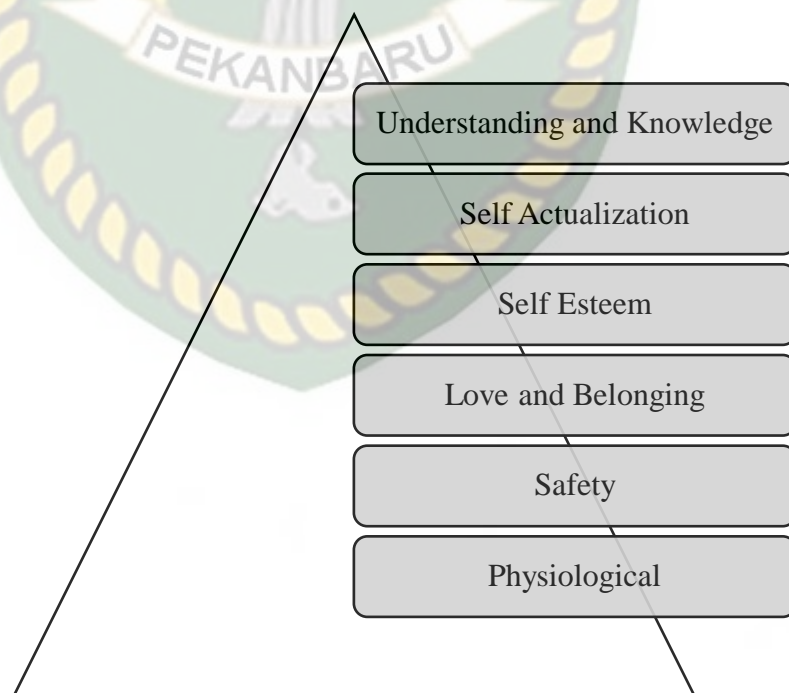


Chart 2.1 Level of Motivation (Cited from (Sardiman, 2016 :81))

2.2.1.3 Types of Motivation

From cognitive viewpoint, there are two kinds of motivation; intrinsic and extrinsic motivation, that is motivation which comes from inside and outside of the students.

1. Intrinsic Motivation

According to Rodiyah (2016) intrinsic motivation is energy and direction of the behaviour of the people that comes up from the learner himself.

According to Dorney (2001) intrinsic motivation is about an action that is done for its own sake to experience satisfaction.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressurees, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was dicovered that many organisms engage in exploratory, playful, and curiosity-derived behaviors even in the absence of reinforcement or reward (White, 1959 in Rodiyah 2016). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, apprear not to be done for any such instrumental reasons, but rather for the positive experiences associated with exercising and extending ones captities.

Subsequently, students who have intrinsic motivation will have the goal of being educated people, experts in certain fields. The encouragement that makes these students will not stop trying to continue learning. And when they

have it, they will show their good attitude in the classroom; they will enjoy and like the learning process. In other words, motivation arise from self-awareness with the objective essentially not merely symbolic and ceremonial.

2. Extrinsic Motivation

According to Marsh (2010:58 cited in Rodiyah 2016) extrinsic motivation is “Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior.

According to Dornyei (2001) point out extrinsic motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment.

In brief, extrinsic motivation happens to students who have the wish to get something in the form of gifts or rewards from the teacher or people around. Actually that factor can influence upon students extrinsic motivation in teaching and learning process as follows:

1. Teacher

Teacher is a person who has an important role in teaching and learning activities to socialize and shaping motivation among students. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and support the students in teaching and learning. The teacher has responsibility to make teaching and learning process successfully. Thus, the teacher has an obligation to arise motivation to the students to learn hard. The teacher action success and its reward,

failure and its penalties, authoritative, demands test, and competition.

2. Parents

Parents are expected to motivate their children to achieve to goals in school. Jeremy harmers stated that “if the parents are very much againts the culture of the language this will probably affects his or her motivation in a negative way. If they are very much in favor of the language this might have to opposite effect.” This statement means that parents also have an important role to motivate their children. They should have to support their children to create their motivation.

3. Environtment

The teaching and learning activity in which conducted in good, clean, and health environment can better satisfactory both of from teacher and students then conducted in bad environment. And last but not least, environment also will cause students motivations. Students will be more interesting, if the environment of the classroom is comfortable.

Learning is a process that must be undergone by all of human being. Learning process is not only happen in the class but also outside the class. According Lahey (2004:198) defines: ‘Learning refers to any relativity permanent change in behaviour brought about through experiences, that is, though interaction with the environment’. So

the researcher define learning as a change in behaviour or knowledge of an organism that is brought about through experiences, in interacting with the environment.

2.2.1.4 The Effort to Increas Students Motivation

According to French and Revan, Djamarah (2008: 158 cited in Kompri 2015: 246) explained that there are several from of motivation that can be utlized in directing students learning in the class, namely:

- a. Give a number,
- b. Gift,
- c. Competition,
- d. Ego-involvement,
- e. Give a test,
- f. Know the result,
- g. Praise,
- h. Punishment,
- i. Desire to learn,
- j. Interest,
- k. Rocognized goals.

In this case, some of the efforts above make it possible for educators to be better prepared and knowing how to increase students motivation while learning process.

2.2.1.5 Characteristics of High Motivation Students

Accordingly to Kompri (2015: 247) The indicators to find out students who have a high motivation in the learning process are:

- a. Have a high passion
- b. Impassioned
- c. High curiosity
- d. Able to “self-learning”
- e. Confident
- f. High concentration
- g. Love a challenge
- h. Patience and high spirit

Hence, if the several indicators above appear and develop in the learning process in the classroom, the leacture or teacher will feel comfortable and enthusiastic in organizing the learning process.

2.2.1.6 Characteristics of Low Motivation Students

And Kompri (2015: 248) also state that the indicators to find out students who have low motivation in learning process are :

- a. Less attention,
- b. Low spirit,
- c. Always felt burdened,
- d. Can not “self-leaning”,
- e. Dependency with others,

- f. Must be forced,
- g. Less concentration,
- h. Trouble makers,
- i. Pessimistic (Kompri, 2015: 248).

Although in reality a leacture or teacher always faces students who have low motivation, a profecional leacture or teacher must not lose his mind and must be innovative to create a pleasant learning atmosphere, this can be done through activities that are ice breaking by showing funny picture, or given stories (humor), or even games.

2.2.1.7 Motivation in Learning

An essential condition of learning is motivation. It means that, if there is motivation, learning become more optimal. In other words, proper motivation will realize the learning outcomes. Motivation always determines the intensity of students' learning efforts.

Dorney (2005) said that motivation in language learning is one of the key factors that determine foreign language achievement and attainment. Also, Lucas. Pulido, Miraflores, Ignacio, Tocay and Lao (2010) simply defined motivation as the individuals attitudes, desires, and efforts.

In this connection, there are three functions of motivation by Sardiman, (2016: 85) :

- a. Encouraging humans to act, so as an activator or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
- b. Determine the direction of action, namely in the direction to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of its objectives.
- c. Selecting the action, which determines what actions must be done in harmony in order to achieve the goals, by setting aside actions that are not useful for the purpose.

Shearin (1994 in Hussin 2001) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- Attitudes (i.e., sentiments toward the learning community and the target language)
- Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- Goals (perceived clarity and relevance of learning goals as reasons for learning)
- Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)

- Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)

- Personal attributes (i.e., aptitude, age, sex, and previous language learning experience)

In conclusion, in language learning motivation is vital. Motivation can makes students enjoy on their own learning and acquire the target language easily. By knowing their goals and environmental support, students can realizing their improvement and achievement.

2.2.2 The Nature of Listening

The first language mode that children acquire is Listening. Besides that the important part of communication is listening. It means that, the most frequently used language skill in daily activities and geting the point of people ideas from communication is by listening. And then through listening we can create the foundation of cognitive development and for all aspect of language. In accordance with Wilt (1950 cited in Syofianis 2015), people listen 45% of the time they spend communicating.

As defined by Oxford (1993 : 206 in Jannah 2015), listening is a complex problem solving skill and it is more than just perception of the sound. Listening includes comprehension of fundamental anuagae skills. It is a medium through which children, young people and adults gain a large portion

of their information, their understanding of the world and of human affairs, their deals, sense of values, and their appreciation.

In summary, listening plays an important role in communication activities. Everyone who communicates, must listen to digest information well and avoid misunderstanding. Therefore, many things need to be considered as listeners. Pronunciation, intonation, and for what the message was said and for whom, the listener must understand very well about it. Effective listening will involve attention to cooperative social interaction, as that is where conversational meaning is mentioned and negotiated (Rost, 2002 cited in Oktasari 2014).

2.2.2.1 The Important of Listening

Listening is not just a matter of physical “listening”. Listen an intellectual and emotional process. With this process people collect and integrating input, physical, emotional and intellectual from others and trying capture the message and its meaning.

According to various studies researches point out that many of us spend 70 to 80 percent of our waking hours in some form of communication. Of that time, we spend about 9% writing, 16% reading, 30% speaking, and 45% listening. Studies also confirm that most of us are poor and inefficient listeners (Hatesohl and Lee in Oktasari 2014).

The importance of listening is acknowledged by Brown (2001:247 cited in Jannah 2015) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.”

2.2.2.2 Types of Listening

Brown and Yule (1983) as quoted in Andreson and Lynch (1988 : 5 in Oktasari 2014), differentiates between two types of communication: interactional and transactional. Whereas interactional language is “listener oriented”, transactional language is “message oriented”.

According to Brown (2010 : 162) based on the assessment task and procedures, identified four basic types of listening :

1. Intensive: listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a large stretch of language.
2. Responsive: listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
3. Selective: processing stretches of discourse such as a short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings but to be able to comprehend designated information in a context of longer stretches of spoken

language (such as classroom directions from a teacher, TV or radio news items, or stories).

4. Extensive: listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist-or the main idea- and making inferences are all part of extensive listening.

2.2.2.3 The Difficulties in Listening

According to many experts (Dunkel, 1991; Richards, 1983; and Ur, 1984 in Brown H. D, 2010), there are nine factors making listening difficult as follows:

- a. Clustering, attending to appropriate “chunks” of language-phrases, clauses, constituents.
- b. Redundancy, recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains and benefiting from that recognition.
- c. Reduced forms, understanding the reduced forms that may not have been a part an English-learner’s past learning experiences in classes where only formal “textbook” language has been presented.
- d. Performance variables, being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.

e. Colloquial language, comprehending idioms, slang, reduced forms, shared cultural knowledge.\

f. Discourse markers, understanding discourse markers such as “my first point”, “secondly”, “nevertheless”, “next”, “in conclusion”, etc. Which can be especially difficult in academic lectures (Jung 2003, 2006)

f. Rate of delivery, keeping up with the speed of deliver, precessing automatically as the speaker continues

g. Stress, rhythm, and intonation, correctly understanding prosodic elements of spoken language, which is almost always much more difficult tahn understanding the smaller phonological bits and pieces

h. Interaction, managing the intractive flow of language from listening to speaking to listening, etc.

Additionally, mart points out several factors that influence the low of students’ achievement or students’ performance. First, the school was seldom conducted the listening class even only conducted two or three times in a month. It can made students not familiar with the listening itself and also listening with English native speaker. The students also had a problem in lenght and speed of listening input by the lectures is rudimenatary (cited in Widodo).

2.2.2.4 The Characteristics of Active Listeners

The students can be said that they are acceptable in listening if they are active in learning listening process. The characteristics of active listeners by Geccio in Jannah (2015) as below:

- a. Make eye contact
- b. Give full attention, both mentally and physically (make a conscious effort to screen or filter distractions: listen from the heart)
- c. Reduce barriers
- d. Avoid interruptions
- e. Respond to the content and emotional (feeling) component of the message.
- f. Listen for ideas or themes
- g. Confey evidence of listening (e.g. paraphrasing, restating what is said, or playing back the message)
- h. Respond to the content and emotional aspect of the client"s verbal and nonverbal message.

In summary, students are supposed to be acceptable in listening if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm of students while learning listening. The students who active in listening are described that they generally focus on what they hear, they ask and answer the question, and they can make an outline of the material given in the post-listening.

2.2.3 Definition of Listening Comprehension

According to Vandrgrift, 1997 in Qasim 2013) Listening comprehension plays a critical role in language learning. It is not a passive activity, but rather a complex, active process in which the listener must discriminate between sounds and understand vocabulary and grammatical structures.

In accordance with Abdulrahman (2018) explained that in recent years, when listening is examined in relation not only to comprehension but also language learning, listening has been considered from a further perspective. One of main principles of teaching listening is that language material should be intended to use for training listening comprehension and it should never be presented visually first.

2.2.3.1 The Aspect in Listening Comprehension

Listening comprehension is an essential cycle in understanding the words of the speaker. A complex communication process requires instant thought and singular capacity to build the significance.

The development of listening comprehension varies depending on the individual, social, and social encounters of the students. Successful audience members are capable recognize the speakers' central matters or thoughts and recognize supporting subtleties and models.

Comprehensive of listening is the ability to identify and understand what others are saying. The aspect of listening comprehension are involved

understanding text, understanding conversation, statements, and vocabulary (Nunan, 1991 in Oktasari 2015).



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2.3 Relevance Studies

This research identified with the past studies that examined about students' motivation in learning English listening. They did the research in students' motivation in learning English however every researcher was unique viewpoints and samples.

First, Fachraini (2017), in her research entitled "An Analysis of Students' Motivation in Studying English at UIN AR-RANIRY Banda Aceh". In this research attempted to examine students' motivation in learning English whether they had intrinsic or extrinsic motivation. The result of this study shows that the teotal mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation $4.08 > 3.21$. It implies that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English.

Second, Oletic (2014), in her research entitled "Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language". The goal of this paper is to examine how the self-determination framework for L2 learning motivation extends to a group of Serbian Language learners of English. The result obtained show that there are commonly low degrees of intrinsic motivation present among both secondary school and college students. It was normal that the result for interest/enjoyment would be more decisively in favor of university students, yet this was not the situation. The distinctions in motivation are insignificant corresponding to sexual orietation, despite the fact

that female students show an expansion of intrinsic motivation across in the age factors.

Third, Susanti (2018) in her research entitled “The Correlation between Students’ Learning Motivation and Their Listening Comprehension”. In getting the data, this research gave the questionnaire and test, and analyzing the data by using pearson product moment calculated by SPSS 16.0 program. The results shows that there was significant correlation between students’ learning motivation and their listening comprehension of the Senior High School 1 Kateman Indragiri Hilir.

Fourth, Rodiyah (2016) in her research entitled “Students’ Motivation in Learning Listening at The Second Semester of English Study Program in University Pasir Pegaraian”. The motivation was devided into intrinsic and extrinsic motivation. Sample of this research was 22 students. This study shows that the students’ motivation in learning listening mostly came from by Extrinsic motivation (81.81%).

2.4 Conceptual Framework

According to Fewcett (1997 in Irma 2018) conceptual framework has four purposes which are to manage practice, as an essential for the research projects, for academic purposes, and in administrative situations. For this situation, conceptual framework is to explain the reasons and comprehend the research.

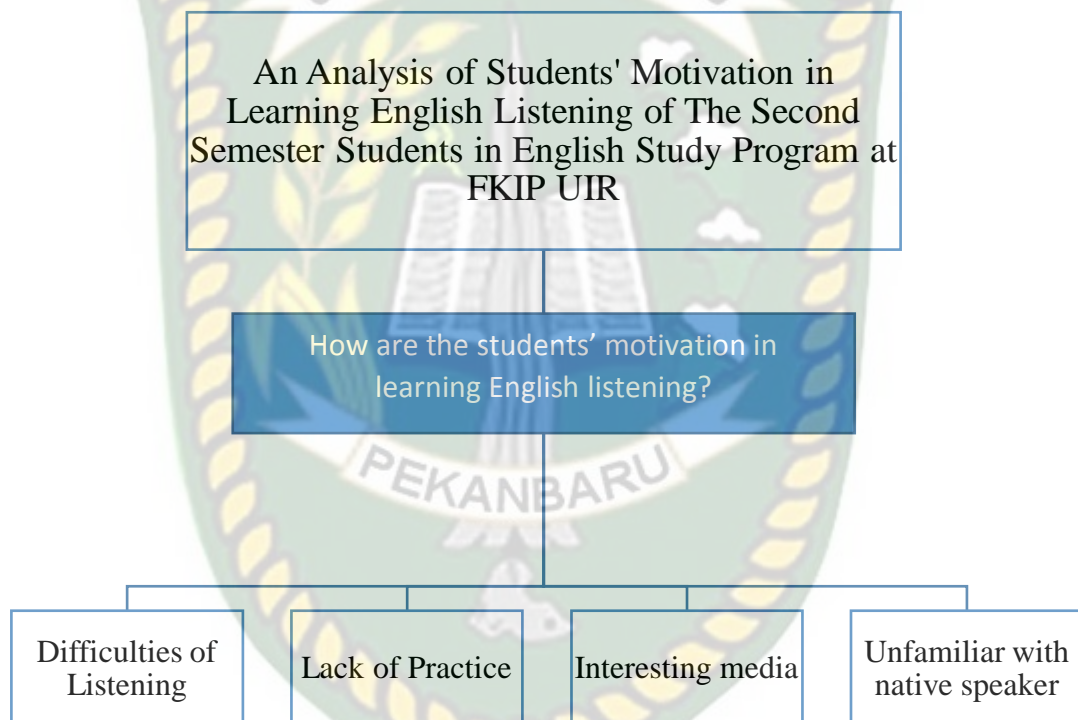


Chart 2.2 Conceptual Framework

2.5 Assumption

Based on the conceptual framework, the writer assume that this research will find the result about an analysis of students' motivation in learning English listening at English Study Program of FKIP UIR. Supported by the existence of the quistionnaire were adopted from Rodiyah (2016) which help the course of this research.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study is a descriptive quantitative research. The researcher picked this sort on the grounds that the researcher need to discover out students' motivation of the second semester students at English Study Program of FKIP UIR. According to Leedy (1993) stated that "Quantitative research methoda are research methods dealing with numbers and anything that is measureable in a systematic way of investigation of phenomena and their relationships. It is used to answer question on relationships within measurable variables with an intention to explain, predict and control a phenomena. In this research, the researcher wants to find out the students' motivation; either they dominant intrinsic or extrinsic motivation in learning English listening at English Study Program of FKIP UIR.

3.2 Location and Time of The Reseach

The writer was took the research at the second semester students at English Study Program of FKIP UIR. The researcher chooses this level to be the object of the research because students at this level are learn about academic listening which is a continuation of basic listening, so the reseacher wants to see between the two types of motivation that want to be measured in this study

namely intrinsic and extrinsic motivation which one is dominates them more when learning English listening.

The time of this research is in academic year 2019/2020. Specifically from July 2nd 2020 to July 26th 2020.

3.3 Population and Sample of the Research

3.3.1 Population

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the reasearcher (Sugiyono, 2010 in Fachraini). The population of this research was the second semester students at English Study Program of FKIP UIR academic year 2019/2020.

Table 3.1

Population Number

No	Semester	Academic Year	Class	Number of Student
1	2	2019/2020	A	49
2			B	45
Total of Students				94

3.3.2 Sample

Technique sampling of this research was selected by use random sampling technique. According to Sugiyono (2001:57) simple random sampling technique is a sampling technique from members of the population that is done randomly without regard to strata that exist in that population. The second semester students at English Study Program of FKIP UIR consist of two classes, namely class A and B. The number of sample is taken based on Slovin formula:

$$n = \frac{N}{1 + N (e)^2}$$

Notes:

n = Number of Sample

N = Total Population

E = Error Rate

Population N = assuming the error rate (e) = 10%, then the number of samples that must be used in this study are:

$$n = \frac{N}{1+N(e)^2} = \frac{94}{1+94(0,1)^2} = 48.45 \text{ rounded to } 48.$$

So from the calculations, to find out the sample size with an error rate of 10%, there were 48 students.

Table 3.2

Sample Number

No	Semester	Academic Year	Class	Number of Students
1	2	2019/2020	A	26
2			B	22
	Total of Students			48

3.4 Instrument of The Research

In collecting the data, the researcher applied questionnaire as the instrument. It is appropriate to investigate attitudes, perceptions and opinion (Cohen et al., 2007 cited in Darwis 2016). The questionnaire will find out the students motivation in learning English listening. So, in this case, the reseacher used close questionnaire. The questionnaire consist of 24 questions in which the question number 1-12 are the question to collect the information about intrinsic motivation and question number 13-24 are questions for extrinsic motivation. The researcher adopted and modified the questionnaire from Rodiyah (2016). The items that was asked to students as follow:

Tabel 3.3

The Blue Print of The Questionnaire

No		Aspect	Indicators	Number item	Total Items
1	Intrinsic Motivation	Effort	Students attempt learning listening hard by : a. Practice listening every day b. Asking the teacher when getting difficulties	1,2 3,4	12
		Desire	a. Students have strong desire to be able to listen English well b. Listening is very important for students' carrier in the future	5,6 7,8	

		Attitude	a. Students like to listening English b. Students considered listening is an interesting lesson	9,10 11,12	
2	Extrinsic Motivation	Teacher	Teacher encourages students to learn Listening English such as: a. Teacher gives reward to the students b. Teacher becomes an inspiration	13,14 15,16	12
		Parents	Parents encourages students to learn listening by:	17,18	

			a. Asking students to follow listening course b. Giving reward to students	19,20	
		Environm ent	Environment really influence students' ability to listen, such ac: a. The situation in the classroom very interesting b. Students are easyto learning listening subject wherever they are	21,22 23,24	

3.5 Technique of Collective The Data

Technique of collective the data in this research is questionnaire. The ways are as follows : the writer give a quistionnaire for measuring the students' motivation in learning English listening and in order to get main specific data.

The students were asked to answer the questions by choosing five catagories SA, A, N, D, or SD. The score of questionnaire based on the table below :

Table 3.4
The Likert Scale Rating Sugiyono (2010:135)

Option	Score	
	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Tabel 3.5

Distribution of the Kind of Statements in Questionnaire

	Number of Positive Statements	Number of Negative Statements
Intrinsic Motivation	1,3,5,7,9,11	2,4,6,8,10
Extrinsic Motivation	13,15,17,19,21,23	14,16,18,20,22,24

3.6 Data Analysis Technique

To percentage the students' scores in the data from the survey questionnaire, which have been given to the students and to know how many percents indentified the questionnaire. The data got from the survey will dissected by figuring the percentage analyze which was formulated by three steps such as : preparation, tabulation and data implementation. Firstly, preparation conducted by checking repondent indentification and their data. Then, made the tabulation. The tabulation made through data classification based on the instrument used in the test. Lastly, data entered to the frequency table and scored based on the true answer frequency. The result of this analysis was used to describe variables was researched in this research.

To know each students frequency was used formula:

$$P = F/N \times 100\%$$

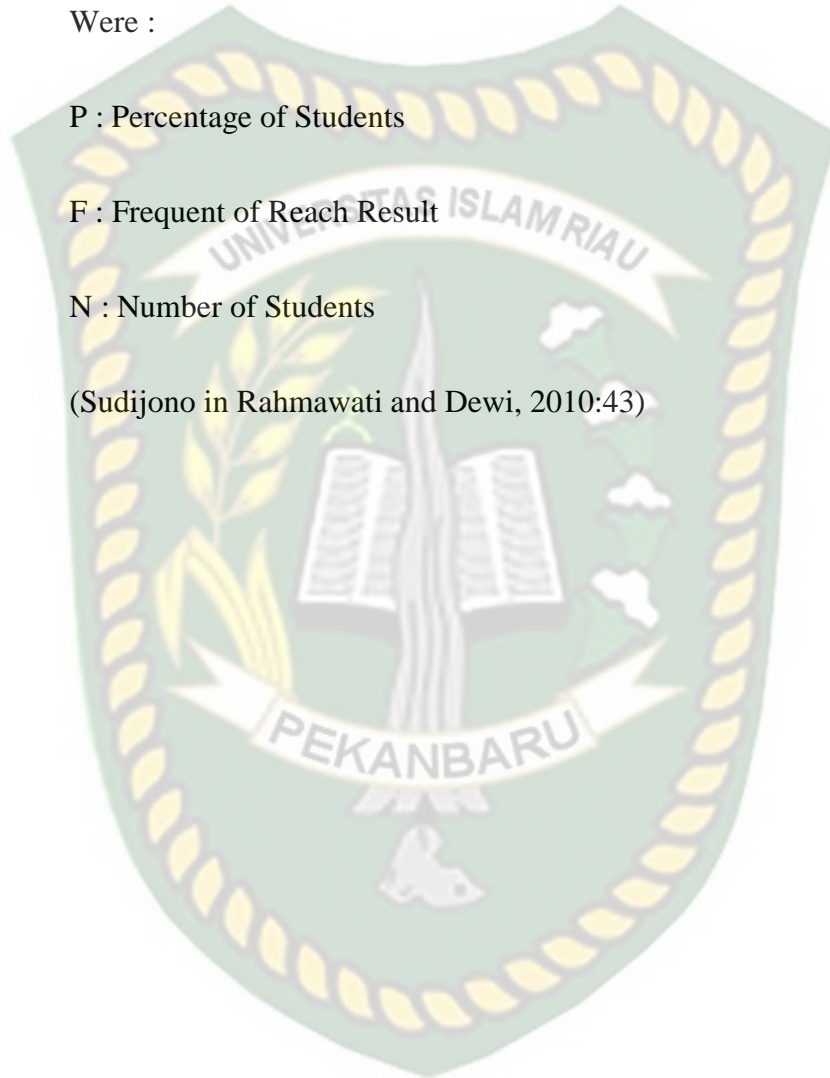
Were :

P : Percentage of Students

F : Frequent of Reach Result

N : Number of Students

(Sudijono in Rahmawati and Dewi, 2010:43)



CHAPTER IV

RESEARCH FINDING

4.1 Data description

This research was conducted by using Descriptive Quantitative research. The research presented the result of the data based on the formula that had been told before. The result of the data presented clearly with the procedure of conducted data in the Second Semester Students at English Study Program of FKIP UIR. The researcher explained the result to find out the students motivation in learning English listening.

The researcher was took 48 participants as sample. Also, the research supported by the existence of the quistionnaire were adopted Rodiyah (2016) given by online that designed by Google Form. The questionnaire has 24 questions. The question numbers 1-12 are questions for Intrinsic motivation while question numbers 13-24 are questions for Extrinsic motivation. And after collecting the data, the researcher present the data according to their responses towards the statements from the questionnaire as following:

4.1.1 Intrinsic Motivation

a. Effort

Students' effort in learning activities refers to the action of the behaviour that students' do in improving their skills. According to Pace (1998)

stated in Pass (2013) that “quality of student effort is defined as how much voluntary behaviour or personal investment a students makes for their education. It has been examined as how often students carry out learning activities, such as taking detailed notes during the class”. There are four items from the questionnaire relating to students’ effort.

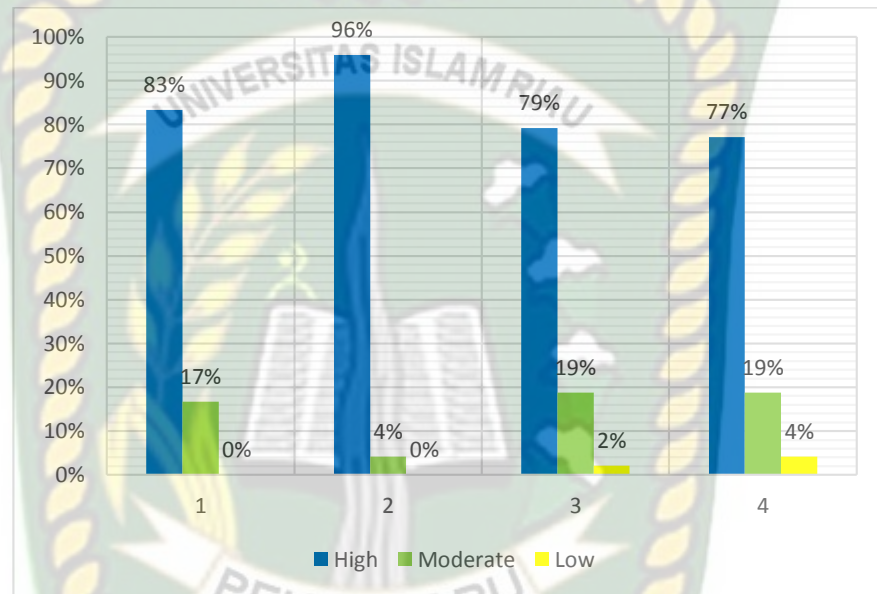
Table 4.1

Effort in Students’ Motivation

No	Aspect and the Statements	Kind of Statements
1	Effort	
	1. I always do training and practice listening every day	Positive
	2. I never practice listening every day	Negative
	3. When I have trouble in learning listening, I always discuss to the teacher	Positive
	4. When I have trouble in learning listening, I never discuss to the teacher	Negative

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

Chart 4.1 The Level and Percentage of Students' Effort in Students' Motivation



The Chart 4.1 represents three categories of the students' responses which are high, moderate, and low. Those are three categories are inferred from the questionnaire's response key that star from the score of 1 to 5. Responses for each statements are rated as follow : 5 = Strongly Agree, 4 = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree. And 5 = Strongly Disagree, 4 = Disagree, 3 = Neutral, 2 = Agree, 1 = Strongly Agree for negative statements. Because the statements in the questionnaire are consist of positive and negative kind of statements. The score 5 and 4 are considered to be high because it shows the students positive response toward the statement. Then, the score 3 is to considered as moderate. And last, the score 2 and 1 are considered low because

it shows the students negative response. Negative means the students disagree with the statements.

b. Desire

In plain terms, desire means wanting to have or do something. We assume that desires emerge from the interplay of triggering conditions in the environment and need states residing within the person (Baumeister & Heatherton, 1996; Finkel at al., 2011; Hofmann et al., 2009; Metcalfe & Mischel, 1999). Desire vary in strength and therefore in their potential to motivate behavior. There are four items from the questionnaire relating to students' desires.

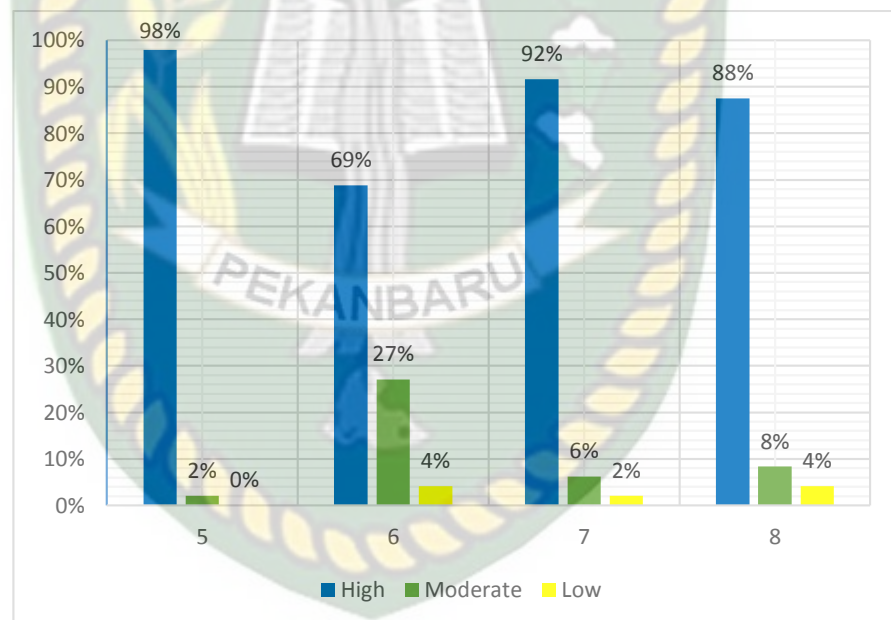
Tabel 4.2
Desire in Students' Motivation

No	Aspect and the Statements	Kind of Statements
2	Desire	
	5. I wish, I can listen to English well	Positive
	6. I have low motivation to listen English	Negative
	7. I have to learn listening to support my better English	Positive

	8. Listening to English is not something important for me to learn	Negative
--	--	----------

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

Chart 4.2 The Level and Percentage of Students' Desire in Students' Motivation



c. Attitude

According to Nordin and Ling (2011) argue that students' attitude is the key to achieving success in the mastery and achievement improvement of the students. If the students have positive attitude towards a certain learning process, it will give a big impact on learning itself. The indicator that will

measure is how students' opinion in learning listening English and whether the students considered listening is an interesting lesson or not. There are four items from the questionnaire relating to students' desires.

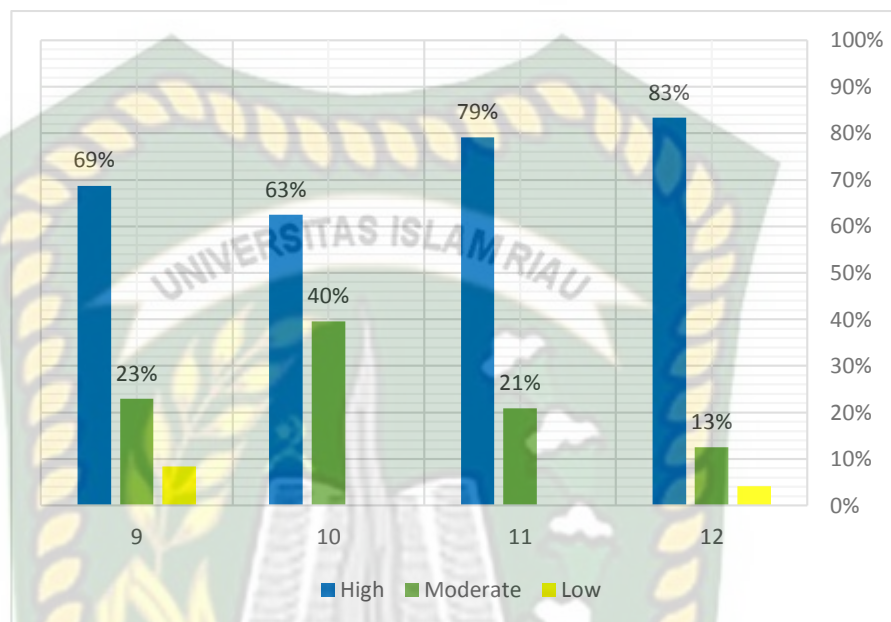
Tabel 4.3

Attitude in Students' Motivation

No	Aspect and the Statements	Kind of Statements
3	Attitude	
	9. Listening English is something fun	Positive
	10. Listening to English is not something fun	Negative
	11. I am very happy in learning listening because I want to have English well	Positive
	12. I have low motivation to learn listening	Negative

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

Chart 4.3 The Level and Percentage of Students' Attitude in Students' Motivation



4.1.2 Extrinsic Motivation

a. Teacher

According to Kellough (in Kompri 2015) in teaching and learning activities, the role of the teacher which is very important in encouraging students learning is increasing the desire of students or students motivation to learn. There are four items from the questionnaire relating to the teacher encourages students to learn English listening.

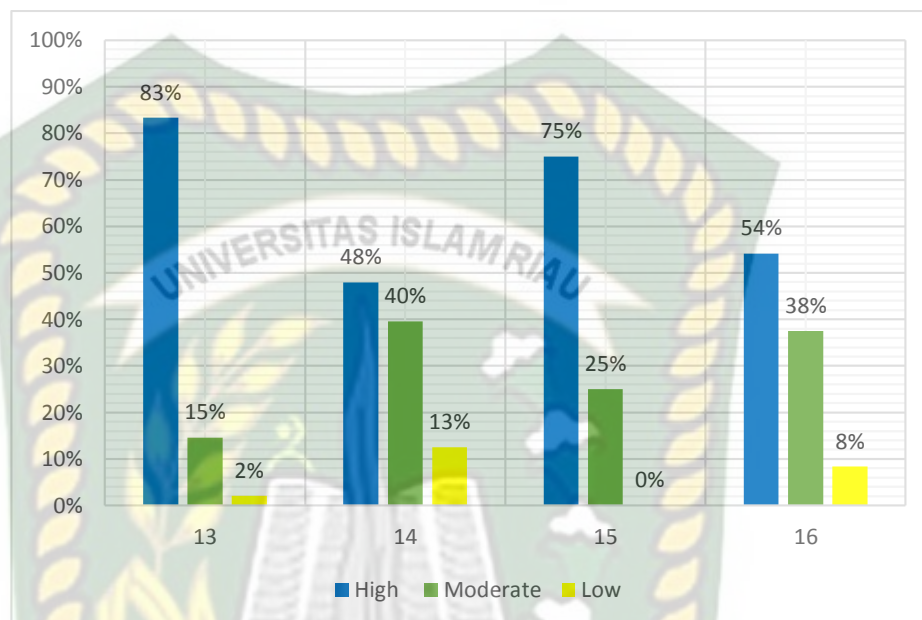
Tabel 4.4

The Role of the Teacher in Students' Motivation

No	Aspect and the Statements	Kind of Statements
4	Teacher	
	13. The lecturer always give reward to the students who get high score in learning listening	Positive
	14. The lecturer never give reward to the students who get high score in learning listening	Negative
	15. The lecturer in listening subject is my inspiration	Positive
	16. The lecturer in listening subject is not my inspiration	Negative

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

**Chart 4.4 The Level and Percentage of The Role of The Teacher
in Students' Motivation**



b. Parents

The role of parents is examined in terms of parental behaviours (e.g quality of parental support during homework) and parental beliefs (e.g parents achievement goals, parents expextations and pressure for success). There are four items from the questionnaire relating to the parents role to encourages students to learn English listening.

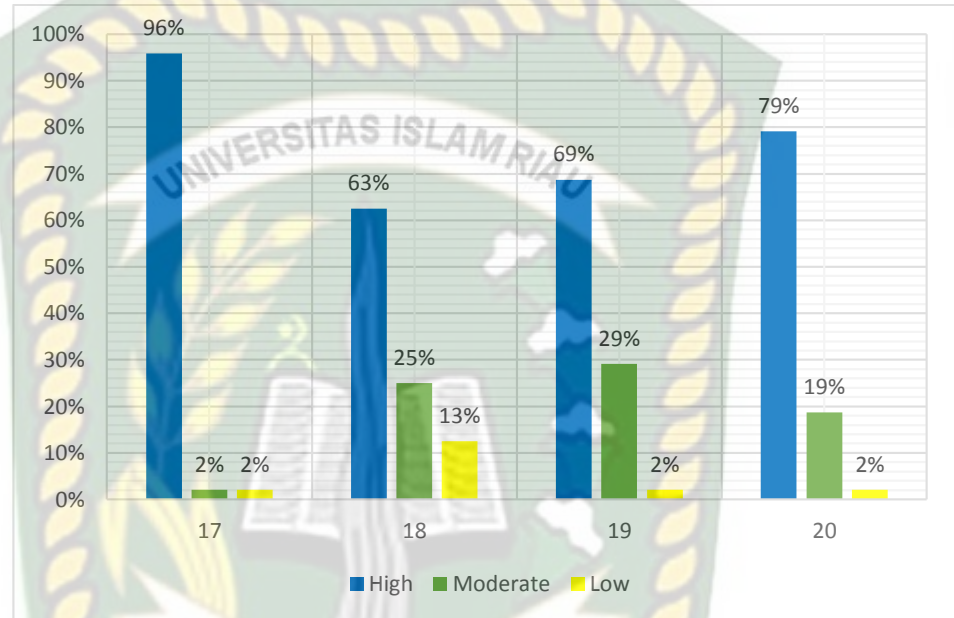
Tabel 4.5

The Role of the Parents in Students' Motivation

No	Aspect and the Statements	Kind of Statements
5	Parents	
	17. My parents always support me to learn listening	Positive
	18. My parents do not care and do not support me to learn listening	Negative
	19. My parents always support me to learn listening and they give a reward if I get good score	Positive
	20. My parents never support me to learn listening and they never give a reward	Negative

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

Chart 4.5 The Level and Percentage of The Role of The Parents in Students' Motivation



c.Environment

The learning environment refers to the social, psychological, and pedagogical context in which learning occurs and which affects students cognitive, motivational, emotional and behavioral outcomes (Fraser & Fisher, 1982; Ludtke, Robitzsch, Trautwien & Kunter, 2009). There are four items from the questionnaire relating to the environment that really influence to students to learn English listening.

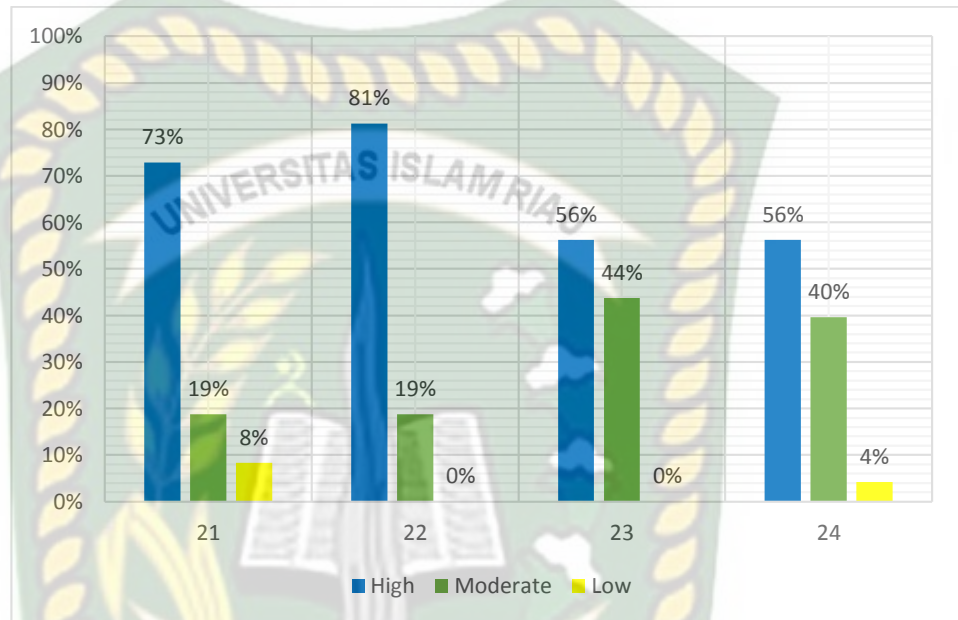
Tabel 4.6

The Environment affect in Students' Motivation

No	Aspect and the Statements	Kind of Statements
6	Environment	
	21. Learning listening to English is very fun because the situation at the class is very comfortable for the students	Positive
	22. Honestly, I do not like English learning listening activities	Negative
	23. Listening to English is very easy for me	Positive
	24. Listening to English is hard for me in the class or outside of the class	Negative

The detailed presentation of the students' responses towards the aspects above can be seen in the chart below :

Chart 4.6 The Level and Percentage of The Environment Affect in Students' Motivation



4.2 Data Analysis

4.2.1 Intrinsic Motivation

4.2.1.1 Effort

As many 40 students gave a positive response to first statement (number 1), which means they agreed that they always did listening exercises every day. Followed by students' responses to next statement (number 2) they disagree with the statement that they never practiced their listening skills. Next statement (number 3), 38 students stated that when they faced problems when learning listening, they decided to have a discussion with the lecture. And that is why, they disagree with the statement that they never had discussions with lecturer when they faced difficulties when learning to listen to English (number 4). Based on the results of responses' data, it can be indicate that the efforts of students in learning listening are evidenced by the positive response they gave. This is very good for students, they want to try to continue learning listening because this is very importat for them.

4.2.1.2 Desire

As many as 47 students stated that they have strong desire to able to listen English well (number 5). The statement certainly made 33 students disagree with the next statement (number 6). But that means good. Because they realize that learning listening will support their better English (number 7). Automatically they will felt listening is very important (number 8). It can be

conclude that students already have high motivation in their desire by learning listening and it is good for students in the future.

4.2.1.3 Attitude

There are 33 out of 48 students agreed that listening English is something fun (number 9). And students considered listening is an interesting lesson (number 11). It means that the students attitude toward learning listening English are very nice. Because they felt happy in learning listening and assume that listening is something enjoyment.

4.2.2 Extrinsic Motivation

4.2.2.1 Teacher

As many as 40 students agreed that the lecturer always gave reward to the students who get high score in learning listening (number 13). This very important for a lecturer to do when the students get high grades and should be given appreciation or reward as a gift to further motivate them in learning. Lecturers must also be good role models for their stuents so that they can be good examples for students (number 15).

4.2.2.2 Parents

There are 46 out of 48 students stated that their parents also played an improtant role in the learning process to listen in English (number 17). Parhaps one of the helpings from their parents is asking students to follow the listening course. This really needed by students so that students continue to learn

listening in home. They also stated that their parents gave the reward to support their learning process (number 19). Of course they dismiss the claim that their parents did not care and did not support them in learning to listening English (number 18 and 20).

4.2.2.3 Environment

Another factors taht can affect the level of students' motivation are the students' environment. As many as 35 students agredd that situation in their class was very comfortable so that students could enjoy learning to listen to English (number 21 and 23). Positive responses were also shown by students in opposing the statement which said that they honestly did not like listening activities (number 22) because they did not mind in learning listening English in the class or outside of the class (number 24).

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTION

5.1 Discussion

In this section, the researcher presents the discussion after analyzing the data, the researcher got the outcome from each indicator. Based on the result of quistionnaire, the data indicated the majority of students have a motivation in learning English listening by their Intrinsic motivation. Intrinsic motivation ia a kind of motivation that originates from oneself or inside the students. It implies that the second semester students at English Study Program of FKIP UIR feel truly appreciate during learning English listening on the grounds that their own pleasure and need.

Based on the findings from the previous chapter there are 96% - 77% of students who are expressed that they did try to learn listening English well, it means they have a high effort to continue learning English well every day. In students' desire 98% - 69% of students have a high desire to listen English well. And students have understood the importance of listening for students' carriers in the future. Next, 83% - 69% for students' attitude. It means that the students had a good appreciate and respect with English listening.

Besides, the students additionally had an extrinsic motivation in learning English listening. Extrinsic motivation is a sort of motivation that originates from outside students or impact by others, as follow : the role of the teacher, percentages reaches 83% - 54%. Next is parents, pecentage reaches 96% - 63%.

Last but not least, the effect environments or even social life got 81% - 56% percents. There are few factors that impact the students extrinsic motivation, for example, the students were inspired to learn English listening since they need to accomplish their objectives. The students need to make their parents pleased with them in the event that they can master the foreign language.

In conclusion, as a result the calculation of the tabulation, students' motivation influenced by the indicator desire that were 33 or 69%. In statement "I wish, I can listen to English well" was strongly agree. It becomes the most high level than other. They have strong desire to be able to listening English well because of some reason, there were : learning listening is very important in the better future especially in finding a job, and they want to have listening English well because they can communicate with native speaker. Which desire is included in the indicator of motivation that comes from within the students themselves or is called intrinsic motivation. In brief, it means that the second students at English Study Program of FKIP UIR had higher intrinsic motivation than extrinsic motivation in learning English listening. This is useful for the student and teacher in educating and learning measure. Because, motivation is the one of significant thing which is influences students' attitude and accomplishment. In this finding, the students had a great motivation, so it will be valuable for the teacher to carry out the student to be successful in learning English listening.

5.2 Conclusion

The conclusion in this research is the researcher was focused on analyzed students' motivation in learning English listening by analyzing the two kinds of motivation, intrinsic motivation and extrinsic motivation.

Based on the result of students answers the quistionnaires, the researcher was found that students had a high motivation in learning English listening. The students had a great desire to continue learning English listening. And another fact, the students also need support from their surrounding such as teacher and parents who are always supportive and support them in order to achieve better learning outcomes.

In general it can be concluded, that students' motivation in learning listening mostly came from intrinsic motivation in the statement the data that was presented in findings, the highest percentages of Intrinsic motivation is 69%. While the high percentage of Extrinsic motivation is 49%. Although, the total score of intrinsic motivational level is higher than extrinsic motivational level, but over all both of them are in a high level. In brief, the students had a good motivation, both in Intrinsic and Extrinsic motivation. Thus is useful for the students and lecture in teaching and learning process.

5.3 Suggestions

The researcher give some recommendation which can be driven from the findings. The recommendation are given to the students, English listening lecture and future reseachers.

5.3.1 Suggestions for Students

The researcher suggest that students' motivation must continue to be grown. Because, motivation will cause to be more enthusiastic in learning. And being open to the surrounding envirointment such as parents, to continue to support the students to increase their motivation in learning process. In brief, intrinsic and extrinsic motivation is very important in learning English especially in learning listening.

5.3.2 Suggestions for Listening English Lecture

The researcher want to suggest for English listening lecture to give more motivation for students and guiding the students to had a maximals performance, because the lecture becomes one of the extrinsic motivation for students.

5.3.3 Suggestion for Future Researcher

For the other researcher, it is better to make improvements and add some innovation to exciting the research because this reseach is still far from the perfection.

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