CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, statement of the problem, the objective of the study, scope and limitation of the study, significant of the study, the rationale of the study, the hypothesis of the study and relevance of the study.

A. BACKGROUND

Motivation is believed to be one of the influential factors that can affect students’ performance in language learning. This study proved by researchers, such as Deci and Ryan (2000), Dörnyei (1994), Gottfried (2009), and Usher & Kober (2012) that had been studying students’ motivation in language learning. The result of the studies showed that motivation linked to students’ attitude, achievement, performance, and ability.

Usher and Kober (2012) affirm that motivation affects students' attitude toward school, teachers, how much time and effort they spend on their learning, how much support they seek when encountering problems, how to perform an assessment, and how much they try to interact with other students. Additionally, Gottfried (2009) explains that higher motivation has linked to greater academic performance, better conceptual understanding, social adjustment, students' confidence in learning and feeling of satisfaction towards the
environment. Lightbown and Spada (2013) prove that there is a sufficient proof that positive motivation linked to students’ eagerness to keep learning.

Moreover, motivated language learners will be more successful in reaching their goal compared to unmotivated learners (Jafari, 2013). Kong (2009) explains that motivation is not only students’ desire to learn and gaining knowledge, but it is one of the factors that make students learn a language with eagerness and excitement. Students possess a different level of motivation at the beginning of the study (Harmer, 2001). Harmer explains that some students have a robust extrinsic motivation, while others have the intrinsic motivation that drives them to work harder and some may have a low level of motivation.

According to Panisoara, Dutaa, and Panisoaraa (2015), Academic ability, attitude, motivation, learning style and strategy in learning are not only influenced by external stimulation, but also by the student's personality. Alhodirya (2016) affirms in recent years that the effect of motivation changes the teacher’s role. The role of a teacher preferred in improving student motivation, and developing skills to make students have the excellent ability as well as able to choose their way of learning.

Based on the above explanation, learning listening needs motivation that can support and improve their skill. The proper motivation is the key to get success in learning. The primary motive for learning a language is that it provides a means of communication. Kutlu (2009) supports that listening skill constitutes the basic structure for all the courses in primary education. Alhodirya (2016) also
adds that motivation influences listening skill. Highly motivated listeners have a feeling of involvement, stimulation or enjoyment during listening, and tend to possess knowledge in the dominant of their interest. Also, someone who highly motivated in listening will have a better listening comprehension, while someone who has a low motivation will decrease their learning process and will also decrease its comprehension.

On the other hand, a pre-observation conducted at the Senior high school. It found difficulties in learning English, especially listening. The students are challenging to understand, including lack of motivation in English learning. Listening problem became their reason for problematic listening. They show a lack of listening ability. The students’ inconsistency in using words. It shows when they try to fill the blank of the lyric song, it also shows when the conversation of the audio and the announcements of the audio have given to them. They experience difficulties to give the feedback to the audio. The fewer facilities also become their problems in practising listening. Most students are hard to apply English in their daily life. In contrast, when students are motivated to listen, they are more likely to be engaged in listening and therefore comprehend better. Someone who comprehends the sound well will increase their learning achievement.

Therefore, this research is intended to examine senior high school students. This study proposes to find out the relationship between students’ intrinsic motivation in listening and their listening achievement, whether highly motivated students have a high listening ability and students with low motivation
have the low listening ability. Some researchers have researched on students' motivation in listening and students' listening ability, such as Hsu (2013), Pertiwi (2015), and Mulyadi (2017). This study focuses on the students’ level of motivation in learning listening comprehension.

B. **THE RESEARCH QUESTIONS**

This study is conducted to answer the research questions as follows:

1. How is students’ intrinsic motivation in learning listening?
2. How is the students’ listening achievement?
3. How is The Correlation between students’ intrinsic motivation and their listening achievement

C. **THE RESEARCH OBJECTIVES**

1. To find out the students’ listening achievement.
2. To find out how students’ motivation in learning listening.
3. To find out The Correlation between students’ intrinsic motivation in learning listening and their listening achievement.

D. **SIGNIFICANCE OF STUDY**

This study contributes to several significances, which are the theoretical, practical and professional benefits.

1. Theoretical benefit

   The finding of the research can be a support for a theory of the students’ intrinsic motivation in learning listening and their listening achievement
2. Practical benefit

The study is expected to be able to give information on students’ intrinsic motivation in learning listening and their listening achievement.

3. Professional benefit

This study can help teachers in increasing and maintaining students’ intrinsic motivation and their listening achievement.

E. RATIONALE

According to Akbari (2016), Principles of learning English course should be with the aim of the study expected. Listening skills have an essential role in everyday life especially in education for students’ success not only course but also in subjects and lessons in developing skill. Celik (2015) informs that various factors involved because of listening to cognitive processes. Someone will pay attention to what heard. In another hand, it is not only a cognitive process but also as a psychological process. Frunz (2014) also adds when students pay more attention to listening; students have value because of their behaviour.

According to Usher and Kober (2012), there are four dimensions of motivation. The first dimension is competence. When students believe that they can perform a task, they will be able to complete the task with confident (Deci & Ryan, 2000). The second dimension is autonomy. Students are considered to be autonomous when they gladly dedicate their time and energy to their educations.
Students’ interest or value is also a part of the motivation dimension. Students who are interested in the learning task and perceived its value will study harder (Usher & Kober, 2012). The last dimension is relatedness. Relatedness connected to students’ feeling (Wachob, 2006). Relatedness is the sense of belongingness or connectedness to the teacher or peer (Deci & Ryan, 2000).

Sabouri (2016) adds listening is a process of receiving what the speaker says, making and showing meaning, negotiating to mean with the speaker and answering, creating meaning by participation, creativity, and empathy. Renukadevi (2014) affirms that Listening without motivation cannot reach the goal, because listening unlike the other language skills, is felt comparatively much tricky by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering, evaluating, and responding. From the explanation above, the study tries to find out the correlation between students’ motivation and listening skills. The sample of this research used two kinds of the variable. The first is a correlation between students’ motivation as ‘X’ variable, and the second is Their Listening skill as ‘Y’ variable.

F. HYPOTHESIS

As Stated by Creswell (2012), the hypothesis is a prediction of what the researcher assumes to discover in the research. The hypotheses have two kinds; those are the null and alternative hypothesis. Null hypothesis means that there is no correlation between independent and dependent variables. In contrast to the null hypothesis, the alternative hypothesis proposes a relationship between variables (Creswell, 2012).
In this study, if the alternative hypothesis is accepted it means that the null hypothesis is rejected and there is a significant relationship between students’ motivation and Listening skills.

**H₂:** There is a The Correlation between students’ intrinsic motivation in learning listening and their listening achievement

**H₀:** There is no The Correlation between students’ intrinsic motivation in learning listening and their listening achievement

**G. THE PREVIOUS STUDIES**

There are three previous studies related to research. The first previous study is Learning Motivation In English Listening Comprehension by Hsu (2013). It conducted to 112 students in the Department of Applied Foreign Languages at Nanya Institute of Technology. The finding showed foreign experience in listening comprehension motivation is not significantly different. There is no interaction between listening comprehension and motivation. Higher motivation group gets higher proficiency scores than lower motivation group does. The difference of mean proficiency scores between these two groups reaches a significant level.

The second previous research is The Correlation Between the Students’ Motivation And Listening Skills by Pertiwi (2015). It conducted to 31 members of the third-semester students of English Education Study Program of Teacher Training and Education Faculty of Universitas Tanjungpura. The result showed that students had different motivation towards listening skills. The finding of this
research revealed that the integrative motivation had the more significant influence on the students rather than the necessary motivation. It means the integrative motivation had a substantial effect on their listening skills. The research did reveal that the motivation contributes substantial element toward listening skills.

The last is The Analysis of Students’ Listening Proficiency And Their Motivation In (Meta) Cognitive Collaboration Strategy Instruction by Mulyadi (2017). It conducted at 28 EFL students from one class at the Muria University of Kudus. The instruments of the research are TOEFL Test in the listening section and Motivation questionnaire. The finding was the delta score. The results showed students’ listening proficiency has a different score and a different gain score between students who have a high score and who have low motivation. Therefore, in learning English, high motivation is one of the influence, especially in mastering English.

The differences among these three previous studies with this research are the first previous study focuses on learning motivation and listening comprehension in higher education with a qualitative method, but this research focuses on senior high students with a quantitative method. The second previous study focuses on listening affect students’ motivation, but this research focuses on the level of motivation that mostly affected students in listening. The last previous research focuses on the analysis of students’ listening proficiency and Their motivation in (meta) cognitive collaboration Strategy instruction conducted at the institution level.
In this research, the investigation focus is SELF-DETERMINATION theory; there is an Organismic Integration Theory. This theory introduced to the level of motivation itself (Deci & Ryan, 2008). Deci and Ryan (2008) specified four type in the level of Intrinsic motivation, namely Relatedness, competence, autonomy and interest or value. This research focuses on students’ intrinsic motivation in listening, and their listening achievement. The three previous studies can be a useful reference for this study. It will compare the result of the research to this study.