

THE ANALYSIS OF STUDENTS' LISTENING PROFICIENCY AND THEIR MOTIVATION IN (META)-COGNITIVE COLLABORATION STRATEGY INSTRUCTION

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Abstract

Students' motivation is important in mastering English especially in mastering listening skill. The aim of the study is to find out the students' listening proficiency viewed from their motivation. Quantitative analysis was used to investigate the findings of this research by using pre-test post-test one group design. The research aims at finding the results of students' listening proficiency viewed from their motivation after they have been treated by using M-CCSI as (meta)-cognitive collaboration strategy instruction. The instruments of the research are TOEFL Test of listening section and Motivation questionnaire. The participants of study 28 EFL students from one class at Muria University of Kudus (UMK) the 3rd semester of year 2016-2017. After analyzing the improvement of delta score, the students who have low motivation has 5.81 of gain score after doing treatment by using M-CSSI. Meanwhile, the students who have high motivation have a gain score 6.75. The results shows that the students' motivation do not influence significantly with p value 0.493 which is above the 5% of significant level.

Keywords: listening proficiency, motivation, and M-CSSI

Introduction

EFL students perceived that listening is the most difficult skills to master. Nation & Newton (2009) define that listening is a process of language learning which facilitate learners to have information in order to develop their knowledge for using the language both English as second language and English as foreign language. The listening period is a time of observation and learning that contribute the base for mastering the other skills in language learning. In addition, Schultz (2003) states the term of listening should focus on how teachers attend to individuals, the classroom as a group, the broader social context, and, cutting across all of these, to silence and acts of silencing. In pedagogical perspective, listening can be defined as the comprehension of their learners and the understandings the existence of the teacher and learners as the part of teaching and learning process.

However, listening skill that is one of English skills is often considered as a passive activity. It actually enables students or listeners to be active in comprehending the various sounds, vocabularies, and

grammatical structures. Mendelsohn (1994, p. 19) defines listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. In addition Vandergrift, (1999, p. 168) says that "Listening skill is a passive activity which is a complex, active process for listeners to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation". It is believed that listening comprehension is not only the process of a recursive receiving of audible symbols, but an interactive process (Brown, 2001). In addition to this, Wilson (2003) states that listening is not as passive as it has been claimed to be as it demands a number of complicated and complex processes be performed by learners.

In short, listening comprehension is a highly integrative skill. It refers to the hard work activity that needs more analysis and support. Thus, listening comprehension

plays an important role in mastering a language. For these reasons, the implementation of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

One of factor to influence the students' listening proficiency is motivation. Another study done by Tamimi and Shuib (2009), investigated students' motivation in term of three motivational construct: instrumental motivation, integrative motivation, and personal motivation. Learners' attitudes, on the other hand, regard the use of English in social and educational context, and the culture of English speaking world was identified. They found that instrumental and personal reasons were regarded as important motivation by the students.

Therefore, in this research, the students' listening proficiency and their motivation will be analyzed after implementing M-CCSI as the collaboration between metacognitive and cognitive strategy instruction.

Methodology

Quantitative analyses was used to investigate the findings of this research by using pre-test post-test one group design. the research aims at finding the results of students' listening proficiency viewed from their motivation after they have been treated by using M-CCSI.

The participants of study 28EFL students from one class at Muria University of Kudus (UMK) the 3rd semester of year 2016-2017.

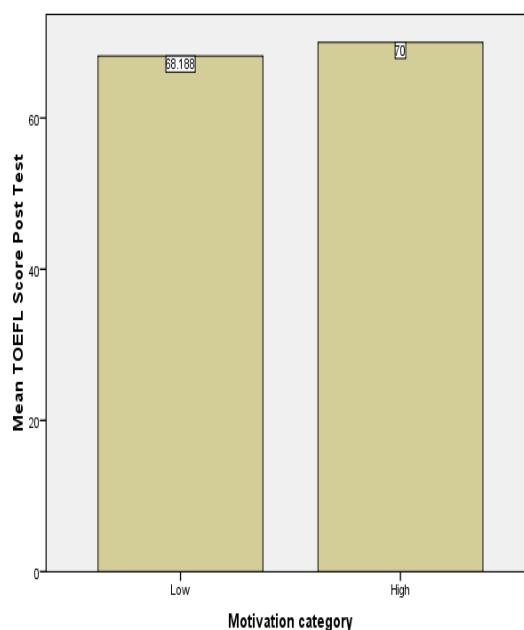
The instruments of collecting data are listening test and questionnaire. The listening test was used to find out the students' listening proficiency both pre-test and post-test. The test was adopted from listening section of Longman TOEFL Test which is the standard test. Fifty questions of listening comprehension comprising short conversation, long conversation and long talk are held to find out their score of listening proficiency. The analysis of the finding is a quantitative method using

descriptive statistics and analysis of variance.

Meanwhile, the questionnaire was conducted to investigate the students' motivation in following class and to analyses, the students' listening proficiency based on their motivation after conducting the treatment. Total of questions are twenty completed by the five choices as likert scale including strongly disagree (1), slightly disagree (2), neither agree or disagree (3), slightly agree (4), and strongly agree (5).

Findings and discussion

The finding of the study shows that the score of students' listening proficiency are the same between high motivation and low motivation as shown in the graphic 1 and table 1.



Graphic 1. Students' listening proficiency between pre-test and post-test.

Table 1. Group Statistics between Pre-test and Post-test

Motivation category		N	Mean	Std. Deviation	Std. Error Mean
TOEFL Score Post Test	Low	16	68.19	5.913	1.478
	High	12	70.00	5.908	1.706
Improve ment	Low	16	5.81	3.468	.867
	High	12	6.75	5.154	1.488

After analyzing the improvement of delta score, the students who have low motivation has 5.81 of gain score after doing treatment by using M-CSSI. Meanwhile, the students who have high motivation have a gain score 6.75.

The correlation between the students' listening proficiency and students' motivation can be seen from the following statistical analysis.

Source	DF	AdjSS	Adj MS	F-Value	P-Value
Cat_motivation	1	13.09	13.09	0.48	0.493

The results shows that the students' motivation does not influence significantly with p value 0.493 which is above the 5% of significant level.

Conclusion

Based on the results, students' listening proficiency has a different score and a different gain score between students who have high score and they who have low motivation. Therefore, in learning English, high motivation is one of the influence factor in mastering English.

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