EXPLORATION OF ENGLISH LISTENING COMPREHENSION MOTIVATION OF PHASE-B EFL STUDENTS

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Abstract

Listening is one of the problems in English language teaching that is often faced by teachers. Lack of practice and exercise such as listening comprehension are rarely used in the class. Researchers want to know students' motivation to learn listening. This study aims to analyze students' listening comprehension motivation in EFL students, which includes three aspects: attitude, concept, and learning situation. This study used a quantitative approach and the ELCMS (English Listening Comprehension Motivation Students) questionnaire with 33 students in the secondary school MTs Negeri 4 Sidoarjo. The results show that one of the three indicators above that has a significant influence is the concept indicator. This is based on SEM analysis carried out via the Smart-PLS 4.0 application.

Keywords: Listening Comprehension, Listening Motivation, EFL Students

INTRODUCTION

Listening is one of the four skills in English that is often neglected, as stated by Jafari that in learning English, or listening is a language skill that is not prioritized (Jafari, 2010). Listening ability is also considered the most important ability (Ajmal & Kumar, 2020). Listening comprehension is the heart of language learning (Kurita, 2012; Suriaman, 2023). Listening comprehension is a test of students' listening abilities. In the context of learning English, students are usually asked to listen to the listening section provided by the teacher. Listening comprehension is generally used in the TOEFL test with 50 questions. In the context of learning for secondary school students, such as junior high school, listening comprehension in the form of a listening audio test containing several independent questions (can be done by yourself) with a QR code so that students can access listening audio to practice each student's listening skills. Good listening comprehension skills are influenced by each individual's background knowledge, this plays an important role in honing listening comprehension skills (Brown & Lee, 2015).

Motivation is an essential force that can determine whether the listener will do the task or not (Ryan & Deci, 2000). Learning listening comprehension requires more effort (Zhang, 2012) so high motivation is needed. Learners who have high motivation will spend more time in the learning process (Zhang, 2012) such as in listening comprehension learning. Another opinion also states that technology will be very effective if it is included in the learning curriculum with a strong desire and motivation for the benefits of learning (Copley, 2007). In this case, motivation is needed to develop students' listening skills (Kamaeva et al., 2022). With high motivation, students will give full attention when learning is carried out so that students will spend a lot of time on the learning process (Zhang, 2012).

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Listening problems faced in English Language Teaching (ELT) are closely related to motivation (Alfitri, 2024). In a study conducted by previous research by (Jafari, 2010), it was stated that personality and point of view can influence students' listening abilities. In fact, this can have a negative impact, such as less participation when learning in class. Interest and motivation in listening comprehension, in this case, are very necessary for students to be able to increase progress in their listening comprehension results. Several studies also state that knowledge about language culture has a significant influence on students' listening motivation (Kamaeva et al., 2022). However, this can also hinder its success because communication in a cultural context has certain patterns, so that this can make it difficult for students who do not know the correct communication patterns (Lustig & Koester, 2010).

LITERATURE REVIEW

This research analyzes the relationship between listening comprehension motivation and three indicators, namely, attitudes, concepts, and learning situations. Researchers took several theories from previous studies related to these three indicators. The first indicator related to listening comprehension motivation discusses attitudes towards students' listening motivation. Listening learning can be a cause of anxiety for second language learners (Elkhafaifi, 2005). The anxiety that second language students fear can be avoided by having good listening skills. This is in accordance with what has been said in previous research that to develop listening skills, motivation is needed. Another study also states that students with high motivation will spend more time studying (Zhang, 2012). Several of these theories indicate that attitude plays a major role in student motivation.

The second indicator related to listening comprehension motivation is the concept. (Brown & Lee, 2015) mentioned that knowledge plays an important role in improving students' listening skills. This is in accordance with the opinion in previous studies that students recognize that listening skills are the most difficult ability compared to the other four language skills (Vandergrift, 2007). As stated by (Kamaeva et al., 2022) that listening is the main skill in teaching English. One of the supporting factors for improving students' listening skills is knowledge of English culture (Kamaeva et al., 2022). However, communication in English culture has certain patterns so that this will limit success if students do not understand the correct communication patterns (Lustig & Koester, 2010). Several problems with second language listening that have been identified by previous research are related to students' perceptions regarding listening, related to elaboration, and finally related to use (Goh, 1998). Even though the ability to listen is the foundation and basis for learning a foreign language. Not all second language learners are capable and good at listening. Lack of exercise can also cause anxiety. Lack of practice causes students to worry about listening activities in class.

The last indicator related to listening comprehension motivation is the learning situation. In a study conducted by (Zhang, 2012) 88% of participants agreed in a questionnaire that mobile technology in listening learning could make them comfortable. This is in accordance with what was expressed by (Al Fadda & Al Qasim, 2013) in Higher education, technology in the digital world plays an important role in student learning. Several mobile technologies that can be used as teaching resources include applications specifically designed for learning, learning audio such as podcasts, SMS and quizzes (Duncan-Howell & Lee, 2007). In research conducted by (Zhang, 2012) most participants agreed that the use of technology in the form of applications can improve listening skills, increase self-confidence to do

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assignments, and facilitate students to organize their learning activities. It can be concluded that the use of technology in learning can influence learning outcomes. This reflects that the learning situation as motivation for students' listening comprehension can influence student learning outcomes.

One of the things teachers can do to help students improve listening comprehension is to provide a scaffolding method (Jafari, 2010). Another influence on improving listening comprehension is also the use of applications (Zhang, 2012) digital learning resources (Duncan-Howell & Lee, 2007), and the use of appropriate methods and technology (Agnes Kukulska-Hulme & Timothy Read, n.d.). Previous research also confirms that in higher education, digital technology plays a significant role in teaching and learning such as MALL (Mobile Assisted Language Learning) (Al Fadda & Al Qasim, 2013). Research on listening comprehension and listening motivation has been conducted several times. Among them is research conducted by (Mirza Suzani, 2021) on two experimental and control groups, each group containing 30 students. There were significant post test results between the experimental and control groups. The results show that overall students agree that podcasts have a positive impact on them, and disagree with the negative impact (Mirza Suzani, 2021). Another research was conducted by (Kök, 2018) on 44 students from the English teaching department. This study explored the relationship between the use of listening comprehension strategies and listening comprehension proficiency shows that there is a positive correlation between the two. Another study by Jafari explored the relationship between listening comprehension and listening motivation. Listening comprehension was measured by the TOEFL listening section and listening motivation using the ELCMS instrument.

Research on English listening comprehension motivation is still rarely done. Several studies on listening comprehension examine the effect of using audio instruments such as podcasts and mobile applications (Al Fadda & Al Qasim, 2013); (Kamaeva et al., 2022), Issues in second language listening comprehension (Kurita, 2012), study about relationship between listening comprehension and English listening comprehension motivation (Jafari, 2010). There are few previous studies discussing listening comprehension motivation. One of them is a study about factors and strategies for second language listening comprehension which took data using a survey and then analyzed it using the SEM (Structural Equation Modeling) method (Du & Man, 2022). There is a gap between that study and the current study, namely that even though it uses surveys and analysis with the same method (SEM method), the current research focuses on analyzing students' English Listening Comprehension Motivation Scale (ELCMS) and also to look for the factors that most influence students' listening comprehension motivation. Among the three indicators mentioned above are attitudes, concepts and learning situations. This research is now considered important because there has been no previous research that has tested this matter. Meanwhile, motivation can have a positive impact on students' listening abilities, which can be interpreted as students' motivation being able to improve their listening comprehension results (Gilakjani & Sabouri, 2016). Therefore, this research will bring new knowledge and provide implications for English language teaching.

RESEARCH METHOD

This research uses quantitative methods using the SEM (Structural Equation Modeling) analysis method. Surveys are used to collect data. The research was conducted on grade 7 junior high school students. Researchers used a

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questionnaire in the form of 25 statements with a choice of 5 Likert scales ranging from strongly disagree to strongly agree. The population in this study were junior high school students in class 7 of MTs Negeri 4 Sidoarjo. Researchers took 33 samples from the total number of students in the class. The instrument used by researchers to collect data was the English Listening Comprehension Motivation Scale (ELCMS) questionnaire developed by Hsu from Chang's Intrinsic Motivation Orientation Scale (2001) (Jafari, 2010). This questionnaire consists of 25 statements measured on a five-point Likert scale ranging from strongly disagree to strongly agree. Based on the research instrument, there are three indicators regarding listening comprehension motivation, namely attitudes, concepts and learning situations. By using this instrument, researchers want to analyze the factors that most influence students' listening comprehension motivation in listening learning.

Data collection has been carried out with the instruments mentioned above. For this reason, 33 students will be given a questionnaire which will be sent via a Google Form link sent via the class WhatsApp group. To make things easier and avoid misunderstandings when students answer, the questionnaire was translated into Indonesian. The questionnaire results will be transferred into Excel and coding will be carried out on the questionnaire results data. Next, after decoding the data, researchers carried out data analysis using the SEM (Structural Equation Modeling) method using the Smart-PLS 4.0 application. SEM analysis in this research was used to carry out path analysis with latent variables. The hypothesis of this research was prepared based on theory and the results of previous studies with the following hypothesis formulation:

H1 = Attitude indicators have a positive effect on the motivation

H2 = Concept indicators have a positive effect on the motivation

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H3 = Situation indicators have a positive effect on the motivation

RESULTS AND DISCUSSION

Data obtained through a questionnaire instrument with a sample size of 33 participants with a total of 24 questions input into the Smart-PLS 4.0 application. The model used in this study follows previous studies conducted by (Vachruddin et al., 2024). The data is analyzed through the PLS algorithm and produces the model image below:

Figure 1.
Design of the Data Input Model of the PLS Algorithm

The indicator correlation value is declared reliable if the correlation value is above 0.7, then items that have factor loading values below 0.7 must be removed from the model (Pering, 2020). The results show that items with correlation values below 0.7 for motivation indicators are M1, M2, M3, M4, and M6. Then for the attitude indicators, namely A1, A3, A5, A6, A7, A8. Next, for items with concept

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indicators, namely B1, B2, B4, B6, B7, B8. Meanwhile, items with learning situation indicators are C1, C2, C3, C4, C6, C7, C8. The output results of the correlation between the indicators and their constructs can be seen from the outer loadings. The red indicator for outer loadings should be removed from the model. The following SEM models are reliable:
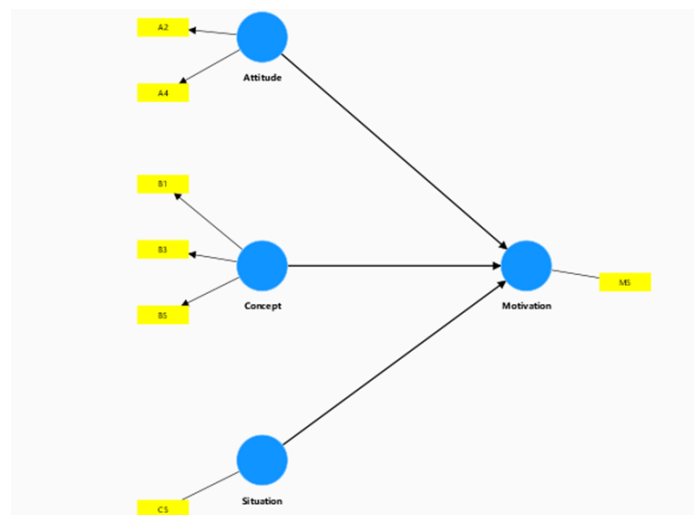

Figure 2.
Reliable SEM Model

Students' motivation to learn English Listening is influenced by three indicators, namely attitudes, concepts, and learning situations as seen in Figure 2. The accuracy of measurement indicators on exogenous and endogenous variables is considered valid based on convergent validity in Figure 2. The following are the results of the loading factor score test on the indicators of our research variables:

Table 1.
Loadings Factor

Code	Indicator	Loadings
M5	Motivation	0.763
A2	Attitude	0.784
A4	Attitude	0.833

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B1	Concept	0.757
B3	Concept	0.834
B5	Concept	0.733
C5	Situation	0.874

All of these indicators are considered appropriate if the load factor figure is above 0.700 (Chin, 1995). So the load factor figures above are considered genuine and appropriate (Hutabarat & Phongsavath, 2023).

The construct reliability test is measured by two criteria, namely composite reliability and Cronbach's alpha. The construct is declared reliable if the composite reliability and Cronbach's alpha values are above 0.70. The following is the Construct Reliability and Validity table:

Table 2.
Construct Reliability and Validity

	Cronbach's Alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
Attitudes	0.521	0.627	0.500	0.307
Concepts	0.675	0.764	0.760	0.387
Motivation	0.560	0.617	0.736	0.377
Situations	0.656	0.764	0.711	0.324

The composite reliability results for all constructs are > 0.70, so all of these constructs are declared reliable. Meanwhile, Cronbach's alpha with objectivity <0.50 is declared unreliable. The extracted variance (AVE) in this study has a value <0.50, which means that the convergent validity requirements have not been met.

Next, the path coefficient through the PLS algorithm is carried out to show the direction of the variable relationship in a positive or negative direction. The

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path coefficient value is between -1 to 1. The value range -1 to 0 means it has a negative relationship, while the value range 0 to 1 has a positive relationship. Data path coefficient through the PLS algorithm is as follows:

Table 3.
Path Coefficients

Variabel Eksogen	Variabel Endogen			
	Attitudes	**Concepts**	**Motivation**	**Situations**
Attitudes			0.089	
Concepts			0.673	
Motivation				
Situations			0.103	

Analysis of Table 3 Path Coefficients shows 2 exogenous variables that have a positive relationship with 2 endogenous variables. Based on data findings and data analysis, a relationship between exogenous variables and endogenous variables (inter-structural influence) was found on the path coefficient as follows:

The attitude indicator item score towards motivation in Table 3 shows a score of 0.089. This indicates that the first hypothesis (H1), which states that attitude indicators have a positive effect on motivation, is accepted. The results of the analysis in the table above show that there is an influence between attitude indicators and motivation. Based on the results of interviews with students, one of the things related to attitudes is that students sometimes feel bored when studying listening comprehension and this affects students' learning motivation so that students become less enthusiastic when learning listening comprehension in class. The results of classroom observations during listening lessons also showed that some students experienced anxiety because they found it difficult to carry out listening comprehension tests during learning. This is in accordance with previous research, which states that listening learning can cause anxiety in second language

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learners (Elkhafaifi, 2005). Several examples of these attitudes indicate that attitudes have an influence on students' learning motivation, as the results of path coefficient analysis via the PLS algorithm show that attitudes have a positive influence on students' learning motivation.

Furthermore, the second hypothesis (H2) which states that concept indicators have a positive effect on motivation, is accepted. This is in accordance with the concept item score for motivation in table 3 above which shows a score of 0.673. One of the results of interviews with students that indicates the concept of listening comprehension is that three out of five students feel that the ability to listen in English is a difficult skill. This concept is in accordance with the theory in previous research which states that listening is the most difficult language skill to learn (Vandergrift, 2007). Apart from that, they believe that they can learn English listening comprehension well as long as they try hard. Students think that having good listening comprehension skills will have a big impact on their future. The average results of students' listening comprehension which were assessed as poor could be seen during observation and from the results of the listening test carried out by researchers using the QR code audio test in the students' textbooks. Lack of listening practice when teaching English is one of the factors in students' lack of listening comprehension scores.

The next hypothesis is the third hypothesis (H3), namely that situation indicators have a positive effect on motivation, getting a score of 0.103. Based on the item scores in table 3, the path coefficient above, the third hypothesis, which states that situation indicators have a positive effect on motivation, is accepted. Based on the results of interviews, several students agreed that the learning situations faced by students, such as often not being able to concentrate when carrying out listening comprehension, often feeling nervous and uncomfortable,

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and the availability of technology, had an effect on their motivation in class. Several previous studies stated that technology has a big influence on student learning outcomes. Various types of technology, such as gadgets and learning applications, have a positive influence on students' interest in learning listening. For example, students prefer to practice listening via podcasts rather than traditional methods, such as teachers playing listening exercises through speakers during class.

Table 4.
Bootstrapping

	Original Sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Attitudes -> Motivation	0.089	0.088	0.191	0.463	0.643
Concepts -> Motivation	0.673	0.703	0.198	3.402	0.001
Situation -> Motivation	0.103	0.105	0.221	0.467	0.640

Table 4 shows hypothesis testing through bootstrapping. The hypothesis is accepted if the P Values < 0.5 and the hypothesis is rejected if the P Values > 0.5 (Harahap, 2020). Based on the results of the bootstrapping table above, the attitudes indicator, which influences motivation, is rejected. Because the value is 0.643. Likewise, situation indicators have a positive effect on motivation, which is rejected. Because the value is 0.640. Both hypotheses were rejected because the P value was > 0.5. Furthermore, concept indicators have a positive effect on motivation, as accepted. Because the value is 0.001, which means <0.5.

The concept indicator that influences motivation also has a significant influence because the T-statistic value is > 1.96 (Harahap, 2020). Furthermore, the original sample has a positive value, meaning that the direction of the indicator's

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relationship to motivation is positive. This is in accordance with the concept of the motivation indicator with an original sample value of 0.673. For the original sample, the indicators of attitudes to motivation and situations to motivation were ignored because the P-value was rejected, and the T-statistic had no significant effect.

CONCLUSION

Listening is one of the problems in ELT (English Language Teaching) that is often faced by teachers. To find out the factors that influence students' listening abilities, of course, there is a need for student learning motivation. The author uses an instrument regarding student learning motivation from previous research, namely the ELCMS (English Listening Comprehension Motivation Scale) questionnaire. In this case, there are three aspects related to the ELCMS (English Listening Comprehension Motivation Scale) which are analyzed, namely attitudes, concepts, and learning situations. The questionnaire results were analyzed using the Smart-PLS 4.0 application. This research aims to analyze listening comprehension motivation in EFL Students.

There are two analysis models in Smart-PLS used in this research, namely, through path coefficients and bootstrapping. The results for the two models show different results. The results of the path coefficient analysis show that: 1). Attitude indicators have a positive effect on motivation, 2). Concept indicators have a positive effect on the motivation, 3). Situation indicators have a positive effect on motivation. Meanwhile, the results of the bootstrapping model analysis show that only one hypothesis has a significant influence and results, namely, concept indicators have a positive effect on motivation. Concept indicators include, for example, students will study more diligently to get better listening comprehension

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scores because they think that having good listening comprehension scores will have a big influence on their future.

The research that has been carried out has implications for making it easier for English teachers to teach listening skills to students in the classroom. After reading this research, teachers will understand that concept indicators have a positive influence on students' listening motivation. Apart from that, for researchers, this research has implications for identifying deficiencies and gaps that can be used as material for future research. For further research, it is hoped that research will be carried out with a wider reach because the research that has been conducted has a limited number of respondents.

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