

## **AN ANALYSIS OF STUDENTS MOTIVATION IN EXTENSIVE LISTENING FOR THE SECOND SEMESTER AT UNIVERSITAS PGRI SILAMPARI**

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### **ABSTRACT**

The researcher formulated the problem What are the students' motivations for Extensive Listening for the second semester at Universitas PGRI Silampari. In addition, the objectives of this research were to find out to describe the student's motivation in Extensive Listening. This research will be conducted by using qualitative as well as descriptive methods and it is designed to find out some information from actual conditions. The subject of the research is the students of the second semester at Universitas PGRI Silampari and the researcher collected the data based on the questionnaire made based on Google form for main data for supporting the data as the research instrument. The data from the online questionnaire was put into a table and summarized in form of percentages for each part of the questionnaire. The result of distributing students questionnaire consists of indicators including 20 statements for the second semester with a total of 24 students' which were explained descriptively by using the percentages.

**Keywords:** analysis, student, motivation, extensive listening.

### **INTRODUCTION**

Language is an important aspect in our life because it enables us to communicate. Language is very important for human beings, people use it to communicate with another, to give and accept information, to solve problems, etc. English is the most important language in the world. We know that English is an international language that is used by all of the countries in the world. The education system in Indonesia includes English since they are in elementary school or kindergarten. It does not mean that English is an easy subject for Indonesian students because English is not their first language. English has been one of the most important subjects in any educational program. Rohmah as cited in Selan (2022) stated that the globalization of English has prompted continuing debate about the rule of English as a language for international communication and people from other linguistic communities might in the world. English also becomes a requirement of learning subject for students who want to graduate from junior high school or senior high school.

As a foreign language in Indonesia, English is learned seriously by many students to have a good prospect in the community of the international world. English as a foreign language in Indonesia it is acquired through learning process. According to Puspitarini (2019) Learning is an activity undertaken to acquire knowledge, master certain competencies and forming students attitudes.

According to Kasyulita (2019) Learning English is important because nowadays many Indonesian students have an interest to go abroad whether to join events or just for holiday. Teaching English for young learners is different from adult because they have very different needs, interest, abilities and enthusiasm in learning language. Young learners have their way of learning, they like to play and have fun with their friends and everything around them. When they are enjoying themselves, they are not always that they are learning language. Harmer as cited in Prabowo (2015) says that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so. Young learners also need a motivation as their foundation in learning a language.

Motivation in language learning plays a vital role. Motivation can affect students' success because motivation influences the way students learn English. In learning English, students are supported by some motivations. Every student has a different motivation to learn English. There are two kinds of motivation in learning English as a second language as proposed by Gardner and Lambert (1972), namely integrative and instrumental motivation. Integrative motivation means the desire to learn a language to communicate with people from another culture who speak that language, while instrumental motivation refers to the desire to learn a language because it would fulfill certain positive goal, such as getting a job, passing an examination, etc. The motivation can influence teacher's role in the classroom because teacher must know what kind of motivation that students has.

According to Broussard and Garrison as cited in Kasyulita (2019) defined motivation as the attribute that moves us to do or not to do something. Based on the expert students can be change and doing something new. It is an important element that a learner needs for learning to take place. Students usually learn what they need or want to learn, but they have a hard time learning something which they are unmotivated for.

Extensive listening is a way to improve students' listening skill in general. According to Renandya and Farrell (2011) extensive listening is an efficient technique to teach learners

how to understand oral material quickly and automatically. Extensive listening also provides listeners with the opportunity to hear a wide variety of voices and styles. There are phrases for extensive listening, such as listening to spoken texts just once. Improve learning capacity and recall what has been learned using a combination of metacognitive, cognitive, and socio-affective strategies. In other words, students will use procedures and behaviors to increase their capacity to learn and recall what they have learned. This is backed by the theory supporting the language learning strategy. That's why it is important to conduct students' strategies and practice extensive listening to find out students' readiness in learning.

The research was conducted in the second semester at Universitas PGRI Silampari. The researcher chose this level to be the object of the research because students at this level are learn about extensive listening, so the researcher wants to see between the two types of motivation what want to be measured in this study namely intrinsic and extrinsic motivation which one is dominates them more when learning extensive listening.

## **MOTIVATION**

Motivation is the most important components of learning process for students. Without motivation, students will be difficult to achieve the success. Students need the motivation when they have to do something to succeed. In general, everyone knows what motivation is, but it is not always easy to understand what motivation actually is. Motivation has been a central in both educational and psychological research and plays a significant role in several theories of human development and learning. There are some experts who define the word motivation.

William and Burden as cited in Fang (2020) state that motivation may be constructed as a stage of cognitive and emotional arousal, which read to a conscious decision to act and which gives rise a period order to attain a previously set goal. The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it.

As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

Rod Ellis as cited in Nur (2018) states that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language. Based on the definition above, it can be concluded that motivation will make people work hard to achieve something. Motivation is a factor that comes from inside or outside our selves that encourages people to do something.

### **EXTENSIVE LISTENING**

Prastiyowati (2018) states that, extensive listening can be conducted as an in-class or out of class activities, but the important thing to remember is that students get to do a lot of meaningful listening practice. In order for the students to be willing to engage in sustained listening practice, the language must be comprehensive, and the contents of the materials should be interesting and enjoyable. Extensive listening is a way to improve listening fluency. Improving fluency means building listening speed, at the level of our ability. A beginner level student may listen to something with very few unknown words and the simplest of grammar. An intermediate level listener may choose a listening text that had a wider range of vocabulary and grammar, but, importantly it is still quite easy. So the important point here is that difficulty is not merely a property of a text, but of the listener. A given text may be easy for one person, but the same text may not be easy for another.

### **METHOD**

This research will be conducted by using qualitative as well as descriptive method and it is designed to find out some information from actual condition. It will be directed to determine the nature of a current situation in time the research is done. The aim of this study is to find out the data about students' motivation in extensive listening use intrinsic and extrinsic motivation.

Elliot and Kratochwill cited in Sinaga (2020) state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them. The aim of descriptive research is to provide as accurate

account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place.

The purpose of descriptive qualitative research to find the result of analysis. In this research, the researcher want to analyze students motivation in extensive listening for the second semester at Universitas PGRI Silampari.

This research was conducted by using descriptive qualitative 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 Universitas PGRI Silampari. The researcher explained the result to find out the students motivation in extensive listening.

The researcher was took 24 participants as sample. Also, the research supported by the existence of the questionnaire were adapted Subkthiasih (2020) given by online that designed by Google Form. The questionnaire has 20 questions. The question numbers 1-10 are questions for intrinsic motivation while question number 11-20 are questions for extrinsic motivation. Then, in this chapter the researcher presented the results of finding which had been found in this research.

The findings The result of distributing students questionnaire consist of indicator included 20 statements for the second semester with a total of 24 students' was explained descriptively by using the percentages.

## **FINDING AND DISCUSSION**

### **DISCUSSION**

#### **1. Students' Intrinsic Motivation**

Based on the results of the data analysis in the finding part above, it can be interpreted that the students as the subject in this research have a good perception of motivation in extensive listening. It was proved by the answers of the respondents in the instrument used by the researcher both questionnaire. If we pay attention on statement 1 there are 54,8% (17 students) strongly agree with the statement that the learn English in order to improve my extensive listening skills. And on statement 2 which shows that there are 54,8% (17 students)

strongly agree and 35,5% (11 students) agree about knowing extensive listening helps me become a better person is not difficult.

According to Kusumawati (2014) entitled “Students” Motivation in Learning English in MAN Kunir Wonodadi Blitar” . It is in line with the finding in this research on statement 4 which showed 25,8% (8 students) was strongly agree that the still study extensive listening because I enjoy study English it. Connecting to the statement 4, it was relevant to the data presented on statement 5 which showed that 58,1% (18 students) agree that the extensive listening will help me learn about other cultures, value and thoughts is good. Then, it was also relevant to statement 6 which showed that 41,9% (13 students) neutral that the listen extensively, I don’t mind making mistakes.

According to Girsang & Chadijah (2021) entitled “The Strategies of the Teacher in Motivating the Student in Learning English”. It is in line with the finding in this research on statement 11 that 45,2% (14 students) agree and 45,2% (14 student) strongly disagree with the statement that the learning english is especially extensive listening useful in improving my English. Connecting to statement 12, it was relevant to the data presented on statement 13, that 22,6% (7 students) disagree with the statement that the study extensive listening in order to please family.

According to Fadillah entitled “Learning Motivation and English Achievement of Students at POLITEKNIK Negeri Semarang Central Java”. It is in line with the finding in this research on statement 17, that 38,7% (12 students) strongly agree and 32,3% (10 students) agree that the in an extensive listening, the teacher personality is important. As in statement 17, it was relevant to the data from statement 19, that 45,2% (14 students) agree that the study extensive listening because I want to do well in my examination.

Based on the findings and discussion above, the researcher found that most students have a good perception in extensive listening. This was reflected by the high percentage of the students who mostly agreed with the favourable statements on the questionnaire. The researcher also classified the students” perception level according to Harackiewicz and Hulleman”s theory. Harackiewicz and Hulleman”s (2010) explained that the students have good perception when they feel engaged to their subject, and having positive feeling toward it. Based on the theory above, the researcher also analyzed the students” motivation in intrinsic and extrinsic. For the first intrinsic motivation, based on the results of the data

analysis from the questionnaire, it was showed on statement 1,8 and 9 that they enjoy and are excited to do learning extensive listening. Then, on statement 2, 3 and 10 showed that most of students agree that extensive listening learning is not difficult, fun, and allows the students to learn English anywhere.

Besides, statement 4, 5, and 6 revealed that most of students agree that the student motivation in extensive listening also can help the students to learn English, understand the grammar, and practice the extensive listening. So that the results from the questionnaire have proved that the students have a good perception based on the intrinsic motivation.

For the extrinsic motivation, based on the results of the data analysis from questionnaire, statement 11 and 16 found that most of students agree that learning extensive listening.

Based on the explanations above, the researcher concluded that the students have a good perception in student motivation in extensive listening. It was reflected by the high percentage of the students that mostly agree about the favourable statements on the questionnaire. The researcher also classified the students' perception level according to Harackiewicz and Hulleman's (2010) explained that the students have good perception when they feel being engaged in their subject, and have positive feelings toward it.

Based on the presentation of the data above, most of the students answer strongly agree and agree in the questions from questionnaire. It is provide the information that most of the students have motivation in learning English by their intrinsic motivation. Harmer (2007) stated that intrinsic motivation comes from within the individual. Students motivated by the enjoyment of the learning process or desire to make them feel better. It is showed that most for the second semester at Universitas PGRI Silampari motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn extensive listening because it gives them pleasure and develops a particular skill.

There are some reasons why students have intrinsic motivation in extensive listening as students want to learn Extensively because they want to improve their Extensive listening skills, they want to be more at ease with English listening, and they will more freely participate in the activities of other cultural groups, they learn extensively because it something that they always want to do, and they study extensively because they enjoy to learn. For that reason, the students will be driven to make an effort to achieve their reasons and their goals in extensive listening.

For the intrinsic motivation in extensive listening, based on the results of the data analysis from the questionnaire and interview, on statement 1, 8 and 9 showed that they enjoyed and were excited to learn extensive listening. Then, statement 2, 3 and 10 showed that most students agree that learning extensive listening is good, and fun allows the students to learn extensive listening. Besides, statement 4, 5, and 6 explained that most of students agree that the extensive listening also can help the students to understand the environment. So that the results from the questionnaire have proved that the students have a good perception based on the intrinsic motivation in extensive listening.

## **2. Students' Extrinsic Motivation**

From the presentation of the data, it provides the information that there are external factor that motivate the students in learning English. The students learn English because of some outside factors. Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. It is showed that some of the students in extensive listening for the second semester at Universitas PGRI Silampari motivated by their external desire.

Based on the extrinsic motivation in extensive listening, based on the results of the data analysis from questionnaire, statement 11 and 16 explained that most of students agree that the learning extensive listening is essential for their English skill. Besides, for this extrinsic motivation, based on the results from the questionnaire, it was found that most students assumed that this extensive listening helps the students to learn individually and independently, and also no one will judge the students even if their answers are many incorrect so that by learning extensive listening. Based on the explanations above, the researcher concluded that the students have a good perception in learning extensive listening. It was reflected by the high percentage of the students that mostly agree about the favorable statements on the questionnaire.

## **CONCLUSION**

Motivation is an influential factor in teaching learning process. Without motivation, the goal of learning is difficult to be reached. Because the learners' effort and desire affect the learner in achieve the learning goals. Motivation is crucial in learning other languages. It can drive learners in reaching learning goal. By having motivation students will be enthusiastic in learning process, so they will be pushed to study Extensive listening well.

### 1. Students' Intrinsic Motivation

From the calculation from the questionnaire, the researcher found that students' intrinsic motivation have 91% . This score give the information that the students at Universitas PGRI Silampari have good intrinsic motivation. The students motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn Extensive listening because it gives them pleasure and develops a particular skill.

### 2. Students extrinsic Motivation

From the calculation of the students' extrinsic motivation, the researcher found that 91% for students' extrinsic motivation. It showed that some students at Universitas PGRI Silampari motivated by their external desire. They motivated to learn English because of their goals such as they want to get a good score in final exam, they want to get a reward from the teacher, they want to get a good job and they may want to continue their study overseas.

### 3. Factors influent students' motivation in learning English

There are two factors that influence students' motivations, those are:

- a) The factors of intrinsic motivation are: interest, need, hobby and goal.
- b) The factors of extrinsic motivation are teacher, parents, and environment.

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