

An Analysis of Students' Attitude towards Language Learning in Listening Skill

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Abstract

Attitude towards learning is important factor on the learners' level. The aim of this study was to analyze the correlation between students' attitude towards language learning and their listening skill. The method used in this study was a correlational study. The participants of this study were from English Education study program batch 2018, Universitas Teknokrat Indonesia. The samples of this study were 39 students taken from the population. Data were elicited through distributing questionnaire and students need to fill out all the questionnaire given. The data analyzed through pearson product moment by using SPSS version 20. The results of the study showed that there was no significant relationship between the students' attitudes towards language learning in their listening skills, the r value for the relationship between EPT score and students attitude is -0.210 and r value for the relationship between GPA score and students attitude is -0.119.

Key words: Correlation, students attitude, language learning, listening skill

INTRODUCTION

In the context of foreign language learning, there are many factors that influence student learning processes such as motivation, attitude, anxiety, learning achievement, talent, intelligence, age and personality (Cahyaningsih & Pranoto, 2021), (Aminatun, 2021). The problem of learner attitudes is recognized as one of the most important factors that have an impact on language learning (Suprayogi & Eko, 2020), (Nurmalasari & Samanik, 2018). Attitude is the tendency of individual behavior patterns to do something in a certain way towards people, objects or ideas (Mandasari & Aminatun, 2020a), (Aminatun & Oktaviani, 2019), (Nindyarini Wirawan, 2018). Attitude is defined as beliefs and feelings attached to an object and the tendency to act on that object in various ways (Qodriani, 2021), (Endang Woro Kasih, 2018). (Suprayogi & Pranoto, 2020) declared attitude as the sum total of human instincts, feelings, prejudices, fears, threats, and beliefs in a particular topic. In this regard, attitude includes not only aspects of human cognition but also affective values towards certain object (Mandasari & Wahyudin, 2019), (Sinaga & Oktaviani, 2020). Learning does not happen easily unless students have a positive attitude towards it (Suprayogi et al., 2021), (Mandasari & Aminatun, 2020b), attitudes may come from students' life experiences because attitude can affect success or failure in learning (Gulö et al., 2021), (Fakhrurozi et al., 2021). By knowing this, it actively demonstrates that attitude

plays a very important role in language learning (Samanik, 2019), (Kardiansyah & Salam, 2021). (Fakhrurozi & Puspita, 2021) agrees that attitude is hypothetical constructs that are not directly observed which must be inferred from a measurable response, reflecting and evaluating positive or negative attitudes (Pranoto & Suprayogi, 2020), (Fithratullah, 2019), (Amelia, 2021).

Attitude is considered as a very important factor affecting performance in language learning (Candra & Qodriani, 2019), (Samanik & Lianasari, 2018). In general, attitude is created from various aspects that can be distinguished from one another (Suprayogi & Novanti, 2021). (Puspita & Pranoto, 2021) divided attitude into three parts, namely cognitive, affective and behavioral. Cognitive attitude consist of beliefs and thoughts about an object, person, behavior, event, and knowledge, this greatly affects language learning because it is related to one's mind (Kardiansyah, 2019), (Choirunnisa & Mandasari, 2021). Meanwhile, affective attitude includes one's emotions and feelings towards an object (Oktaviani et al., 2020), it affects one's preferences such as support or against, like or dislike (Kurniawan et al., 2018), (Gulö, 2018). As for behavioral attitude, it relates to the actions or dispositions of individuals to be taken and practiced a person's specific behavior in a given situation (Arpiansah et al., 2021), (Pradana & Suprayogi, 2021). Attitude in the process of language acquisition is divided into three namely; attitudes towards language, attitudes towards native speakers of the language and attitudes towards language learning (Pranoto, 2021), (Gulö, 2019), (Qodriani & Wijana, 2021). The focus in this study is on attitudes towards language learning which are beliefs, feelings, and responses raised by students on items, materials, situations, and language learning processes.

(Journal et al., 2021) conveyed that attitudes towards language learning have an important role in language learning, the particular reason of circumstance is that it affects the success and failure of students. This idea makes sense that if students have a positive attitude towards language learning (Puspita, n.d.), they will prefer, enjoy and be enthusiastic in the learning process and in the end (Mertania & Amelia, 2020), they can pursue more other knowledge as well as language skills. On the contrary, when students' attitude towards language learning is negative, they will feel lazy, bored, reluctant and less interested in the learning process.

Listening is one of the four language skills that is very important to master. Listening is considered as basic form of language acquisition (Riskiono et al., 2021). People cannot speak before listening, this is evidenced by the fact that newborns begin to master language by listen to the sounds around its surroundings before he or she starts talking and learns other skills. Listening is a very important skill in language, the particular reason for circumstance is that this skill makes it possible for human beings to gain insight, understanding, knowledge, and information, as well as achieve success in communicating with others. Listening is a skill that requires active analysis of the sound stream. Listening involves a sense of desire and the ability to listen. Through listening, students receive verbal input and they can learn to imitate, produce and practice the sounds of words, phrases, and sentences in the target language. If students can't understand the material or input submitted by the lecturers, communication between students and lecturers will not run smoothly. Listening is a skill in pay attention to the speaker and try to understand what is heard. In this phenomenon, if students want to communicate well with each other, they must first listen and understand what others are saying including their lecturers.

Listening is divided into several component skills including: speech recognition, words, knowledge of combinations of grammar and vocabulary rules. knowledge of speech that acts to create a meaning associating linguistic cues with non-linguistic and paralinguistic cues and incorporate background knowledge to get meaning and also remember important words and ideas. The knowledge of linguistic used in comprehension are divided into phonology, lexis, syntax, semantics, and discourse structure. Meanwhile non-linguistic knowledge is about topics, contexts and general knowledge of the universe and how it works. There are some elements that affect listening skills for instance: type of input, attention, concentration, speed of presentation, interest and purpose of listening, suitable time and anxiety.

LITERATURE REVIEW

The research title “Investigating the Students’ Attitudes towards Using the Best Practices in English Listening in the Blended E- learning Environment at Al-Quds Open University” written by Abbas (2017) was aim to investigate students' attitudes towards an intensive listening training course given to second-year English majors. This study was an action research project, the data obtained from class observations, student journals, and student

responses to the questionnaire at the end of the semester, and from student comments on the course Moodle website were then analyzed. This study found that students' attitudes towards the intensive listening training course at Al-Quds Open University had positive attitudes towards the training as well as towards the use of the listening strategies introduced.

Susanti (2014) investigated students' attitudes towards its implementation in the teaching and learning process of listening by using the dictogloss technique. This study used structured interviews and closed ended questionnaires to determine students' attitudes towards the dictogloss technique. Data from interviews were analyzed qualitatively and the results of the questionnaire were analyzed using percentages. The findings reveal that students' attitudes towards this technique show a positive especially in the affective aspect. The researcher suggests that teachers should try dictogloss technique in teaching and learning process, especially in listening.

In line with the previous study, Kartubi (2017) investigated the relationship and influence between students' attitudes towards English and their English language skills in eleventh graders. The study used correlation study method and data were collected by using questionnaires. In addition, the data of this study analyzed through pearson product moment correlation coefficient and the result show that there was no significant relationship between the students' attitudes towards language. From previous studies that have been carried out, it is clear that there are differences between the research to be carried out and the previous study. This study is unique, the particular reason for circumstance is in this study, researcher will focus on students' attitude towards language learning. Therefore, to complement the previous findings the purpose of this present study is to analyze the correlation between students' attitude towards language learning and their listening skill.

METHOD

Research Design

This study is a quantitative research that used important data collection method in this kind of methodology. The study was designed by using correlational study method. Correlational study is a type of research method that requires observing two variables to

create a suitable statistical relationship between them. The goal is to identify variables that have some kind of relationship to the extent that a change in one variable creates some change in another.

Participants

The participants of this study were from English Education study program batch 2018, Universitas Teknokrat Indonesia. As for the samples of this study, the researcher selected 39 students from the participants. They were 28 female (N = 28) and 11 male (N = 11) in the sixth semester.

Instruments and Data Collection

In order to get the data, questionnaire was used as the main instrument in this study. Data collected through the distribution of a questionnaire consisting of 30 items. To obtain data on student attitudes, the researcher uses three codes related to the types of attitudes that arise through research: behavioral, cognitive, and emotional attitudes. Participants were required to answer all questionnaire items given seriously, honestly and give their answer about students' attitude towards language learning.

Data Analysis

The data analysis technique used in this study was through pearson product moment by using SPSS, version 20. In this study, there were several analyzes carried out by researcher involving the analysis of (a) the reliability and validity of the questionnaire, (b) descriptive statistics, (c) the correlation analysis between students' attitude and EPT and (d) the correlation analysis between students' attitude and GPA.

RESULTS AND DISCUSSION

The aim of this research is to analyze the correlation between students' attitude towards language learning and their listening skill. The findings of this study were taken from an analysis questionnaire that consist of 30 items. The results can be seen in the following data and table below. This study included the characteristics of respondents based on gender.

Tabel 1.1 Characteristic of respondents based on gender.

Gender	N	%
Male	11	30,8%
Female	28	69,2%
Total	39	100%

Based on the following table 1.2 which shows the validity of the analysis using the Pearson Product Moment formula, as many as 30 items of the student attitude questionnaire are all valid. It can be seen that the reliability of the questionnaire is indicated by the Cronbach's Alpha value of (0.874) which means it is very high or in other words it is really reliable. In this study students' achievement and proficiency were measured.

Tabel 1.2 The Reliability of Instrument.

Cronbach's Alpha	N of Items
0,874	30

In this regard, student achievement is indicated by the accumulative score (GPA), while proficiency is shown by the results of the English Proficiency Test (EPT). The results can be seen in the table 1.3.

Tabel 1.3 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	2,00	2,00	4,00	3,4731	,45122	,204
EPT	39	240,00	313,00	553,00	449,5385	56,46417	3188,202
Valid (listwise)	N 39						

As we can see here that in the table 1.3 points out that the result of students' achievement indicated by GPA has the minimum score of 2,00 meanwhile for the maximum score is 4,00 with mean score 3,47. Moreover, for EPT score, the minimum grade is 313 and as for the maximum grade of EPT is 553.

Tabel 1.4 Reports of students **behavioral attitudes** toward language learning

No.	Statements	N		
			Mean	SD

Q1	I like to practice English the way native speakers do	39	3,95	0,78
Q2	Studying English helps me to have good relationships with friends	39	3,82	0,84
Q3	When I know a student in my class have a good skill in listening, I like to practice listening with him/her	39	3,77	0,77
Q4	Studying English helps me to improve my personality	39	4,03	0,83
Q5	Listening to English anywhere makes me feel worried	39	2,59	0,95
Q6	I put off my English homework as much as possible	39	3,18	1,08
Q7	I am not relaxed whenever I have to listen in my English class	39	2,92	1,12
Q8	I feel embarrassed to listen to English in front of other students	39	2,95	1,15
Q9	When I miss the class, I never ask my friends or teachers for the homework on what has been taught	39	2,38	1,03
Q10	I do not feel enthusiastic to come to class when the English is being thought	39	2,49	0,98
Mean			3,21	0,95

The table above shows reports of mean average from the answer of students behavioral attitudes toward language learning (3,21) with the standard deviation is (0,95). Based on the data collected, it can be seen clearly that there are only three statements indicates positive attitudes towards language learning because the mean statements are greater than the other statements for instance in Q1 "I like to practice English the way native speakers do" the mean reached (3,95), then in Q2 "Studying English helps me to have good relationships with friends" the mean is (3,82), Q3 "When I know a student in my class have a good skill in listening, I like to practice listening with him/her" (3,77) meanwhile the other statements are below of those means. In this regard, it shows that both female and

male students agree with those three statements and it shows that there are positive attitudes toward the language learning. As for the item which gained the highest mean about behavioral attitude is in Q4 “Studying English helps me to improve my personality” the means reached (4,03) and for the standard deviation was (0,83). In this case, it shows that both male and female students strongly agree with this statement. As for the lowest mean of behavioral attitude is in Q9 “When I miss the class, I never ask my friends or teachers for the homework on what has been taught” with the mean reached (2,38) and the standard deviation was (1,03).

Tabel 1.5 Reports of students **cognitive attitudes** toward language learning

No.	Statements	N	Mean	
			Male	Female
Q11	Being good at English will help me study other subjects well	39	4,18	3,82
Q12	I have more knowledge and more understanding when studying English	39	3,64	3,93
Q13	In my opinion, people who are good in listening are very impressive	39	4,45	4,18
Q14	Studying English helps me communicate in English effectively	39	4,27	3,96
Q15	Studying English makes me able to create new thoughts	39	4,00	4,07
Q16	English subject has the content that covers many fields of knowledge	39	4,18	3,89
Q17	Frankly, I study English just to pass the exams	39	3,09	2,46
Q18	I cannot apply the knowledge from English subject in my real life	39	2,73	2,57
Q19	I am not satisfied with my performance in the English subject	39	2,55	2,86
Q20	In my opinion, English language is difficult and complicated to learn	39	2,82	2,64
Mean			3,59	3,44

In the table of 1.5 above, it shows about the report of students' cognitive attitudes towards language learning with an average mean (3.59) while the standard deviation is (3,44). For this cognitive attitudes' statements, the researcher give 10 statements for both male and female students. From the data we can see that the highest mean is come from male students in Q13 "In my opinion, people who are good in listening are very impressive" with score (4,45). This statement also became the highest mean in female students with score (4,18) and that is mean both female and male students are agree with this statement. The lowest mean for male students is in Q19 "I am not satisfied with my performance in the English subject" with score (2,55) then the lowest mean of female students is in Q17 "Frankly, I study English just to pass the exams" (2,46). By knowing this, it shows that both male and female students do not agree toward the statements of Q19 and Q17.

In the first statement or in Q11, we can see that there are 39 participants answered the statements and it shows the answer for the statements from male students with the mean (4,18) and female students with the mean (3,82) it means that they are really agree that being good at English will help them study other subjects well. Then in Q12 the result of male students for this statement is (3,64) and for female students the result is higher than male students that is (3,93) it means that both students agree that they have more knowledge and more understanding when studying English. In addition, the result of Q13 stated that the mean from male students is (4,45) and the female students is (4,18), by knowing this we can say that both male and female students are strongly agree that in their opinion, people who speak more than one language are very knowledgeable. Meanwhile, for Q14 the result of male students answer for this statement is (4,27) and female students is (3,96) or in other words they are really agree that studying English helps them communicate in English effectively. After that, in Q15 the result of 39 students answer for this statement is (4,00) for male and (4,07) for female, it means that the students really agree that studying English make them able to create new thoughts. Moreover, for the result of Q16 male students answer for this statement is (4,18) and (3,89) for female students and meaning that both of the students are agree that English subject has the content that covers many fields of knowledge. For Q17 the result of this statement is (3,09) for male students and (2,46) for female students, it means that they quite do not agree that they study English just to pass the exams. As for Q18 the result of male students answer is (2,73) then for female students is (2,57) meaning that they do not agree that they cannot

apply the knowledge from English subject in their real life. Furthermore, for Q19 the male students answer this statement with the mean (2,55) and female students is (2,86) it means that both male and female students do not agree that they are not satisfied with their performance in the English subject. In Q20 the result of this statement is (2,82) for male students and (2,64) for female students, it means that they do not agree that in their opinion, English language is difficult and complicated to learn.

Tabel 1.6 Reports of students **emotional attitudes** toward language learning

No.	Statements	N	Mean	
			Male	Female
Q21	I don't get anxious when I have to answer a question in my English class	39	3,36	3,00
Q22	Studying foreign languages like English is enjoyable	39	4,27	3,83
Q23	I feel proud when studying English language	39	4,09	3,93
Q24	Studying English subject makes me feel more confident	39	4,09	4,00
Q25	I am interested in studying English	39	4,27	4,21
Q26	Knowing English is an important goal in my life	39	4,00	3,86
Q27	I look forward to the time I spend in English class	39	3,73	3,76
Q28	Studying English makes me have good emotions (feelings)	39	3,91	3,76
Q29	I prefer studying in my mother tongue rather than any other foreign language	39	3,91	3,07
Q30	To be honest, I really have little interest in my English class	39	3,36	2,45
Mean			3,90	3,59

Table 1.6 shows the reports of mean average from the answer of students emotional attitudes toward language learning (3,90) and the standard deviation is (3,59). Firstly, in Q21 the result of this statement is taken from 39 students with the mean (3,36) for male students and (3,00) for female students, it means the students are agree that they don't get anxious when they have to answer a question in their English class. Second, for Q22 the

result of the male students is (4,27) and for female students (3,83) meaning that they are strongly agree that studying foreign languages like English is enjoyable. And then in Q23 the answer of this statement is (4,09) for male students (3,93) for female students and it means that they are really feel proud when studying English language. In addition, the answer of male students for Q24 is (4,09) and female students is (4,00), by knowing this we can say that they are really agree that studying English subject make them feel more confident. Meanwhile, for Q25 the result of 39 students answer for this statement is (4,27) taken from male students and (4,21) from female students, meaning that they really are interested in studying English. As for Q26 the result of this statement is (4,00) for male students and (3,86) for female students, in other words they agree that knowing English is an important goal in their life. Moreover, in Q27 the result have been gathered and the male students answer for this statement is (3,73) and female students is (3,76) meaning that both male and femamle students are agree that they look forward to the time they spend in English class. For Q28 the result of this statement is (3,91) from male students then (3,76) from female students and give a meaning that they agree that studying English make them have good emotions (feelings). Furthermore, the answer of male students for Q29 is (3,91) and female students answer is (3,07) it means that they are agree that they prefer studying in their mother tongue rather than any other foreign language. Then for Q30 the result of this statement is (3,36) for male students and (2,45) for female students and it means that they do not agree that to be honest, they really have little interest in their English class.

Table 1.7 The result of correlation analysis between students' attitude and EPT

		EPT	Studentsattitude
EPT	Pearson Correlation	1	-,210
	Sig. (2-tailed)		,199
	N	39	39
Studentsattitude	Pearson Correlation	-,210	1
	Sig. (2-tailed)	,199	
	N	39	39

Based on table 1.7, it can be seen that the Sig. (2-tailed) between EPT score and students attitude is $0.199 > 0.05$, which means that there is no significant correlation between students' EPT score and students attitude towards their listening skill. In this regard, it can be seen that the calculated value of r (Pearson Correlations) for the relationship between EPT score and students attitude is -0.210 , so it can be concluded that there is no relationship between students' EPT score and students attitude towards their listening skill because r count or (Pearson Correlations) in this analysis is negative or in other words the more EPT score increase, the students attitude towards language learning in their listening skill tends to be more negative.

Table 1.8 The result of correlation analysis between students' attitude and GPA

		GPA	Studentsattitude
GPA	Pearson Correlation	1	-,119
	Sig. (2-tailed)		,472
	N	39	39
Studentsattitude	Pearson Correlation	-,119	1
	Sig. (2-tailed)	,472	
	N	39	39

As we can see on table 1.8, it can be seen that the Significance value of the p-value is $0.472 > 0.05$, which means that there is no significant relationship between students attitude and students' GPA score towards their listening skill. In this cases, it can be seen that the magnitude of the correlation between students attitude and GPA score is -0.119 , which indicates that the correlation is a moderate negative. Therefore, it can be concluded that there is no relationship between students attitude and students' GPA score towards their listening skill, as the GPA score increase, the students attitude towards language learning in their listening skill tends to be more negative.

CONCLUSION

From the collected data that has been answered by 39 participants, the results of the correlation analysis show that there is no significant relationship between the attitudes of

students towards language learning in their listening skills. The researcher uses three codes related to the types of attitudes that arise through research: behavioral, cognitive, and emotional attitudes to obtain data from the students. It was also found that both male and female students have enough positive emotions, behavior, and cognitive attitudes towards language learning. However, the attitude of male students is significantly more positive than female students. The mean of cognitive and emotional attitudes of male students are higher than female students. In this case, female students may reflect their positive attitudes in language learning, especially in listening to English less than male students.

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