

THE RELATIONSHIP BETWEEN STUDENTS PERCEPTIONS ON LISTENING AND THEIR LISTENING SKILLS AT SECOND SEMESTER OF UNIVERSITY OF ISLAM MALANG

Purri Maoretta Hutami Putri

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: The purpose of this study was to prove the results of the relationship between student perceptions in listening and listening skills of even semester students of the Islamic University of Malang. This research uses quantitative methods and correlation studies. The research instrument was a questionnaire and students' listening scores. The questionnaire is a closed questionnaire and an open questionnaire. Researchers used multiple correlation with the SPSS application. The result of the change in the significance value of F is $0.314 > 0.05$, which means there is no correlation. The correlation coefficient about the closeness between variable X and variable Y shows a result of 0.354, which means that the degree of relationship between variable X and Y is included in the weak correlation category. In the open-ended quest on data the researchers found, the results of students' anxiety about listening online, 28 out of 30 students were worried about not listening and were not comfortable with online listening activities, and 2 out of 30 students felt that there was no problem with online listening.

Keyword: *Students' Perception, Listening Skills, Students' Listening Scores*

INTRODUCTION

Not only the ability to speak well for success in communication but the ability to listen well is one of the keys to good communicating well. According to Nunan (1997), said that listening was a 'Cinderella skill', when listening was ignored by her sister when speaking in language learning. Thomlison (1984) explained that listening is the ability to identify and understand what other people are saying. The listening process involves understanding the accent or pronunciation of the speaker, grammar, vocabulary of the speaker and understanding the meaning of the speaker. In this case, listening is very important in communication, because without listening, will cause misunderstanding between conversations with each other. Listening has an important role in the process of verbally or non-verbally receiving meaning or message. According to Purdy and Borisoff (1997), listening is the process of receiving, building

meaning from, and handling spoken and/or nonverbal messages. Many people think that if someone who studies a language especially a foreign language, can be measured by the ability to speak, write, and read. In fact, listening has a higher portion than other language skills, such as reading, writing, and speaking. This is based on Schwartz (2006), adults use half of their communication activities to listen, while students receive 90% of school information from both the teacher and others.

Listening is also influenced internally and externally, this is supported by the opinion of people that someone who learns language can be seen from his ability to speak, write, and read which can be directly observed. Not a few people see that someone's actual language skills are also determined by their ability to understand spoken language (listening). According to Hermawan (2012), there are people who think that, if someone is able to speak well, then he is also able to communicate well so that listening is almost not considered in social life.

Perception can arise from our visuals, because it can stimulate our psychology and produce perception from the visual. According to Gibson (1950), perception is the process of recognizing information compared to previous information stored in the brain. The process that is preceded by the sensing process is perception, where the process is stimulated by the individual through the senses or is also called the sensory process. Based on Walgito (2002), sensed is one of the processes of perception in humans, where people will think of using their brains to judge a phenomenon. According to Reitz (1977), stated that perception includes all processes through which a person receives information about his or her environment by seeing, hearing, feeling, and smelling. Perception shows its function, which is influenced by three classes of variables, namely the perceived objects or events, the environment in which perceptions occur, and the individuals making observations.

Listening is one of the most important in language learning and communication. The importance of listening is also explained by Brown (2001), listening skills are one of the main components in language learning because students are in class, they listen more than they talk. Therefore listening is important in daily activities, and through listening, it is know that the meaning that has been conveyed. Listening is one of the main ways to understand and take part in the environment around us. According to Rost (1994), stated that listening is part of speech, the ability to formulate thoughts verbally, and to communicate with others, so listening is a skill that underlies verbal communication.

Listeners must have knowledge of the language system, namely: phonological, syntactic, and semantic knowledge. Therefore, According to Widdowson (1983), said that listening involved the use of systematic and schematic knowledge. Based on Margareth (1988), said that listening can be considered to be the beginning of language learning. This means that language learning depends very much on listening skills. Listening skills can be used as the basis for language acquisition and learning to interact in verbal communication. Furthermore, students need to improve their listening skills so they can communicate well in the language, and with listening skills, students get new vocabulary in several accents and are able to send messages to others.

The relationship of perception and listening is a receptive aspect of interpersonal communication. According to Mulyana (2000), who explained that perception is the essence of communication, because if perception is inaccurate then no effective communication will be created. In this case, ineffective communication will also have an impact on listening.

In this case the perception that chooses someone to sort out a message to be selected and ignore the other messages. So in simple terms to create a perception, each individual must go through the process of selecting, organizing and interpreting as stimuli received after that followed by expressing views, opinions or responses about a matter. This process is the active mental, emotional, and physical processing of a message (Doyle, 2000). In this case the perception of listening to each student has different results on the results of their stimulus.

In this study, the writer will use the definition of perception and the perception process as the basis for determining how students' perceptions of the process of hearing with the results of their listening skills in class. Researchers use the theory of Haire, (1956) as cited in Gibson, Ivancevich, and Donnelly (1973), which said that perception is a process of recognition of information and is compared to previous memories stored in a person's brain. Several factors that influence perception are used to find out how each student can have a different perception of the listening process with the results of their listening skills

RESEARCH METHOD

This study uses qualitative research methods to explore problems related to students 'perceptions of listening with students' listening scores. The instrument in this study used a

questionnaire to collect data consisting of 13 closed questions and 3 open questions related to students' perceptions of listening. In 13 closed questions, there were 2 questions about students' perceptions of listening comfort, 7 questions about students' perceptions of listening difficulty, and 4 questions about students' perceptions of listening anxiety. Participants in this study were 30 second semester students of English Education of Universitas Islam Malang. There are five point scales used as indicators to measure a person's perception of finding results, namely (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

FINDING AND DISCUSSION

This study analyzed students' perceptions of listening with students' listening scores. In this study, participants asked 13 open questions and 3 closed questions related to students' listening perceptions. Learning outcomes are based on students' listening scores in the second semester. Such data will be described in paragraphs based on the table below.

Table 4.2
The result of Multiple Correlations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	,354 ^a	,126	,025	9,202	,126	1,245	3	26	,314
a. Predictors: (Constant), anxiety, comfortable, difficulty									

In the table above, we can find out the results of the multiple correlation test, with the formula, if the sig value. F change < 0.05 , then it correlates, but if the value of sig. F change > 0.05 , it does not correlate between variables. So that the data above we can find out that the value of Sig. F change is $0.314 > 0.05$ so it can be concluded that the relationship between variables X1, X2, X3 and Y has no correlation. Furthermore, to determine the level of closeness between the variables X1, X2, X3 to the variable Y, we can see in table R the correlation coefficient is 0.354. In the correlation coefficient table above, it can be seen that the degree of

relationship between the variables of students' perceptions of comfort, difficulty and anxiety towards the score of listening to students is a weak correlation category.

Based on the data description, it can be seen that the second semester students of the English Language Education Department at Universitas Islam Malang in the 2020 academic year generally have good listening skills. That's because their average listening score is 77.4 with the highest score at 96 and the lowest score at 60.

Meanwhile, the results of the questionnaire showed that students' perceptions of comfort, anxiety, difficulty in listening to the listening scores of the second semester students of the Department of English Education at the Islamic University of Malang did not correlate. The formula for multiple correlation is if the significant value of F change < 0.05 , then it is correlated and if the significant value of F change > 0.05 , then it does not correlate. While from the results of table 4.2 which shows that the significant value of F change is 0.314, which means $0.314 > 0.05$, then the relationship between the variables of perception about comfort, difficulty, and anxiety of students is not correlated.

Based on the analysis of the data above, in addition to the results of the significant value F change $0.314 > 0.05$ with the results do not correlate between variables X1, X2, X3 to the variable Y. In table 4.2 also known the close relationship between variables that is in the table with the symbol R which means the correlation coefficient with number 0.354. In the guideline of the degree of relationship is known if the coefficient correlation value is at 0.354 indicating that the relationship between the perception variables of comfort, difficulty, anxiety to the listening score variable is a weak correlation category.

CONCLUSION AND SUGGESTION

Based on the statistical analysis in the previous chapter, it can be concluded that the relationship between students' perceptual variables towards listening to listening skills in the second semester of the English Language Education Department of the Islamic University of Malang in the academic year 2020 did not correlate. The relationship between the variables of students' perceptions of listening with students' listening scores on the significant value of F change is $0.314 > 0.05$. While the value of the correlation coefficient to determine the close relationship between variables is 0.354 which is a weak correlation category. So it can be concluded that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is

rejected. It was concluded that there was no correlation between student perception variables and students' listening scores because of the difference in time and place made by the researcher.

The next researcher should consider collecting data on the questionnaire to gain a better understanding of students' perceptions of listening. To obtain accurate data, prospective researchers must pay more attention to questions about students' perceptions of listening and much more work on this subject is urgently needed. For teachers, although a relationship was found between students' perceptions of listening and students' listening scores, teachers were advised to give students more attention to teach as much listening as possible. Because of this pandemic, exposure can be given by the teacher himself through an online application that supports listening instructions or by asking students to get it at their own home and having a lot of practice. The teacher also has a big role to play in exposing them to original input.

REFERENCE

- Aliaga, M., & Gunderson, & B. (2002). *Interactive Statistics*. Thousand Oaks: Sage Publications.
- Altman, S., Valenzi, E., & Hodgetts, & R. (1985). *Organizational behavior: Theory and practice*. London: Academic Press, Inc.
- Arikunto, S. (2003). *Dasar - Dasar evaluasi pendidikan*. Jakarta: Bumi Aksara.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rienka Cipta.
- Ary, D. (2000). *Introduction to Research in Education*. Orlando, Florida: Rinehart and Winston.
- Babbie, E. (1990). *Survey Research Methods, Second Edition*. California: Wadsworth Publishing Company.
- Bagatur, S. (2016). The Perceptions of EFL Prep School Students on their Listening Skills: A Quantitative Study . *Procedia Social and Behavioral Sciences*, 806-817.
- Brown, D. H. (2001). *Teaching Principle Pedagogy*. Addison Wesley Longman Inc.
- Brownell, J. (1990). Perceptions of effective listeners: A management study. *The Journal of Business Communication*, 27(4), p. 401-415.

- Bungin, M. B. (2006). *Metodologi Penelitian Kuantitatif*. Jakarta: . Jakarta: Kencana Prenada Group.
- Burn, N., & Grove, & S. (2005). *The Practice of Research : Conduct, Critique and utilization (5th Ed)*. New York: Mc. grow hill.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 4 Edition*. London: Sage.
- Doyle, T. A. (2000, May). *The Interpersonal Web*. Retrieved from Northern Virginia Community College: <https://novaonline.nvcc.edu/eli/spd110td/interper/listen/listen.html>
- Flynn, J., Valikoski, T.-R., & Grau, & J. (2008). Listening in the business context: Reviewing the state of research. *The International Journal of Listening*, 22, p. 141-151.
- Fraenkel, J. R., & Wallen, & N. (2006). *How to Design and Evaluate Research in Education*. New York: McGraw-Hil Companies.
- Gibson, J. J. (1950). *The Perception of the Visual World*. Boston: Houghton Mifflin.
- Haire, M. (1956). *Phsycology in Management*. New York: McGraw-Hill.
- Hargie, O. (2011). *Skilled Interpersonal Interaction: Research, Theory, and Practice*. London: Routledge.
- Hermawan, H. (2012). *Menyimak Keterampilan Berkomunikasi yang Terabaikan*. Yogyakarta: Graha Ilmu.
- J, G., Ivancevich, J., & Donnelly, & J. (1973). *Organizations: Sructures Process and Behavior*. Dallas: Business Publications.
- Lawson, K. (2007). *The Importance of Listening*. Lansdale: Lawson Consulting Group Inc.
- Margareth, J. (1988). *The Teaching Listening and Speaking*. New York: The Macmillan.
- Mulyana, D. (2000). *Ilmu Komunikasi: Suatu Pengantar*. Remaja Rosdakarya.
- Nunan, D. (1997). *Designing and Adapting to Encourage Learner Authonomy*. Harlow: Longman.

- Nurazizah, F. (2011). *Correlation between Students' Vocabulary Ability and Reading Comprehension of the Eighth Grade Students of SMP Negeri 13 Malang*. Malang: University of Muhammadiyah Malang.
- Pourfarhad, M., Liyana, F., Azmey, A., & Hassani, & L. (2012). Perceptions of International Students on Academic Literacy Focusing on Speaking and Listening Skills in Malaysia . *Procedia Social and Behavioral Sciences* , 197-205.
- Purdy, M., & Borisoff, & D. (1997). *What is listening? In M. Purdy and D. Borisoff (eds.) Listening in Everyday Life. A Personal and Professional Approach*. Lanham, MD: University Press of America.
- Rakhmat, J. (2007). *Psikologi Komunikasi* . Bandung: Remaja Rosdakarya.
- Reitz, J. H. (1977). *Behaviour in Organization*. Homeword: Richard D. Irwin Inc.' .
- Rost, M. (1994). *Introducing Listening (Penguin English)*. Penguin Books Ltd (February 1994).
- Schwartz, A. E. (2006). *Assertiveness: Responsible Communication*. United States of America: Andrew E. Schwartz & Associates.
- Septyanti, E., & Kurniawan, & O. (2019). Students' Perception of Listening Lesson at University of Riau. *ELS Journal on Interdisciplinary Studies on Humanities*, 2(3).
- Sugiyono. (2010). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Sugiyono. (2011). *Statistik Untuk Penelitian*. Bandung: Alfa beta.
- Tarigan, H. G. (2008). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Thomlison, T. D. (1984). "Relational Listening: Theoretical and Practical Consideration". *Paper presented at the Annual Meeting of the 5th International Listening Association*, (p. 30).
- Walgito, B. (2002). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Weinrauch, J. D., & Swanda, & J. (1975). Examining the significance of listening: An exploratory study of contemporary management. *The Journal of Business Communication*, 13(1), p. 25-32.

Widdowson, H. G. (1983). *Learning Purpose and Language Use*. Oxford: Oxford University.