STUDENTS' LISTENING COMPREHENSION: EFFECT OF TEACHING MEDIA AND LEARNING MOTIVATION

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ABSTRACT

The objective of the research is to know the effect of using teaching media and learning motivation towards students' listening comprehension. The design of the study was experimental study. The population is all students in 4th semester at Academy Secretary and Management Bina Sarana Informatika and the sample who obtained a random sampling technique is 60 students. The class was taught listening comprehension by using Davitech Teacher Media.In collecting data, it was used multiple choices and questionnaire. The analysis data was used ANOVA Two-ways with significance level of 5%. It was found that the mean score of the experimental class with high learning motivation was 83,20 and low learning motivation was 66,73. For the conventional class with high learning motivation, the mean score was 77 and for the low learning motivation was 56,13. Thus, it is clear that the differences of the means gained score were significant. Therefore, it can be concluded that the application of Davitech Teacher Media and learning motivation on students' listening comprehension was much more effective.

Keywords: teaching media, motivation, students' listening comprehension.

I. INTRODUCTION

In the era of developing science and technology, language has become an important role for human life. By using language, people can express their ideas, emotions and desires, and it is used as a medium to interact or communicate with one another to fulfill their daily needs. It is supported by Setiyadi (2006:147) that language is a system for expression of meaning and has primary function that is for interaction and communication. From that statement, it means that every language is used as a tool to communicate. In fact, the primary language in the world is English. People must understand more than just their native language in order to communicate with other people. English now is officially considered as an international language and has been the most important language in international communication. Because of that, all countries in the world have set the language as one of the compulsory subject studied at school. Also, Indonesia as one of the developing countries has set its educational curriculum to include English as a foreign language which is studied from elementary up to university.

As all people in the world who study English had known that the four main skills in English, they are listening, reading, writing and listening are the most important things to be studied. So, the final objective of teaching and learning process is students are expected to master them. Wirahadi (2012:4) stated that teaching English means teach students not only how to speak, how to read, how to write but also how to listen. Also, it is talking about how to communicate in English. From that statement, it can conclude that the four main skills in English should be mastered to create good communication. In addition, English also has many functions in educational world, for example to develop science, technology, art and so on.

Teaching and learning process will be success if it is supported by some factors such as completeness of teaching facilitation, interesting media and school environment. To ease students' comprehension in studying English, teachers are obligated to choose the suitable method and media in order to achieve teaching purposes. The interesting media will make the students to be more motivated to study and reduce stress in following the activities in learning process. In applying the media, the teachers, first, have to prepare many things such as; teaching material. It is intended to make students have strong interest and to help the

students' understanding about material that is explained.

As mention above, in learning language, there are four basic skills that students have to master. One of these basic skills is listening. Listening is the foundation of all human communication. Bowen (1985:74) Listening is attending to and interpreting oral language. It means that communication will not be effective without listening comprehension. Considering the importance of listening skill in daily communication, English learners should work hard to develop their listening ability.

Most of students consider that listening is hard to be mastered, because the ability to listen foreign language is more complicated. When they are studying Listening, they often ignore to use English as a medium of communication due to lack of listening comprehension, they could not get the meaning of the words or sentences which the speaker talk about. Heaton (1984:64), stated that an effective way of developing the listening skill is through provision of carefully selected practice material. From this statement it can be concluded that to improve listening comprehension of the students, the materials for teaching listening comprehension should be suitable to what is the students' need and want. The students will be interested to study if the teaching materials are interesting for them.

Style and Richard (2004:12) said that another problem in learning listening are students tend to spend more time evaluating what the speaker is saying or mentally composing their responses than they do actually "**listening".** It means that most students are terrible at listening and they just focus on the speaker's said. Another problem is the students have low motivation and are not interested in doing the task. The lack of interest and motivation of the students to study may be caused by the media and method that are not suitable with the students' need or students' interest. Of course, it can be serious problems for the students. As the result, they are not enthusiastic in learning English and it can influence their achievement in listening comprehension.

A researcher, Cassandra B. Whyte (2007:198) stated that, "Generally, motivation is conceptualized as either intrinsic or extrinsic. *Intrinsic motivation* occurs when students are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. *Extrinsic motivation* comes into play when a student is compelled to do something or act a certain way because of

factors external to him or her (like a gift or good grades)."

Based on Cassandra's theory above, it means that teacher should maintain and increase students' motivation to learn by creating a comfortable atmosphere during teaching learning activities for example by using a media to teach. Media of teaching will help keep students focus and concentration on their studies and also may have improved the students' ability to participate, retain information during the class, keep motivated and willing to succeed academically.

Due to these problems, the researcher would like to introduce a media to improve the students' listening comprehension. It is called Davitech Teacher Media. It is a media which contains many functions,for students; they can watch videos or hear some voices individually and regularly, listen to the native speaker which is displayed with video player, record their voices, write their *self-test*, do their *self-study*, save their task and also access so many resources on their folder. For the teachers there are some good points that may find when using Davitech Media, they are: (1) the classroom activities, which is the teacher's centered so it can makes the teacher easier to manage students; (2) the usage of the target language in the classroom, which is meant to make the students have good ability in listening comprehension; (3) learning process focuses on pattern drills, certain topics and also supports leading to good pronunciation; (4) the materials can share easily to all the students (exercises, worksheet, resources and so on). It can help students work independently and /or within a group.

II. THEORETICAL REVIEW

2.1. Teaching Media

Arsyad (2011:81) said that," One of the characteristics of teaching media is the media contains and delivers message or information towards its receiver namely the students. Some media can explore message and students' response then is often called interactive media." The most important things is media should be provided to meet the needs of students' ability and hence students can actively participate in teaching learning process.

Meanwhile, Sudjana and Ahmad Rivai (2001: 21) stated that "Teaching media can enhance students' learning process and expected to improve achievement they reach".

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In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their passion for learning, leading to higher class efficiency. (Li, 2009:42). Dong (2011:2) explains the advantages of multimedia teaching to support Li, they are: 1) Multimedia teaching makes English class more vivid, interesting and lively. 2) Multimedia teaching could create a language lively and harmonius environment, and 3) Multimedia teaching colud create a practical English using environment.

Simply, teaching media or now popular with multimedia is very prominent and useful in education. Teaching multimedia can make students enjoy, explore students' mind, invites students to explode their potency, stimulate students' interest in learning, improve class efficiency and achieve more satisfactory teaching result. Teaching multimedia (pictures, sounds and animations, power point, texts) can provide a number of dynamic implicit information associated with communication, increase practice in four basic skills (listening, reading, writing and speaking) and enhance their ability to use English.

Learning English language is both verbal and written language. Both of them surely need the media to make students interested in learning. The media such as audio, visual and video will be very helpful. In this research, the writer would like to introduce a media which is called Davitech Teacher Media. It is a teaching multimedia that teacher use in language laboratory. In teaching learning process, the teacher uses Davitech Teacher Media to deliver audio materials, videos, presentations, exercises, worksheets and etc then the students practice by their own. Each student has their own computer and headset so they can learn, watch videos or hear some voices individually and regularly, listen to the native speaker which is displayed with video player, record their voices, write their *self-test*, do their *self-study*, save their task and also access so many resources on their folder. The primary use of the Davitech Teacher Media is as a reach and motivating source of information because it links to the internet.

2.2 Learning Motivation

Kimble and Garmezy (1966:133) cited in Brown, "Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice". While Brown (2000:7) broke down the definition of learning as follows:

1. Learning is acquisition or "getting"
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance. Teachers encourage language use through both intrinsic and extrinsic motivation. Some students have strong intrinsic motivation; they know the benefits of learning a particular language. Extrinsic motivation can come through rewards (Lewis, cited in Jack C. Richards and Willy A. Renandaya, 2002:42).

Motivation is personality factor which is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. Brown (2000:160). Giving various definition of motivation in three different perspectives emerges:

1. From a *behavioristic* perspective, motivation is seen very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior.
2. In *cognitive* terms, motivation places much more emphasis on the individual's decisions.
3. A *constructivist* view, of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on their environment in ways that are unique. But these unique acts are always carried out within cultural and social and cannot be separated from that context.

Gardner (1985) defined motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning language. In his model, Gardner talked about two kinds of motivation, *the integrative and the instrumental*. The *integrative motivation* described students' or learners' who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. *The instrumental motivation* refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

Students' learning motivation naturally has to do with students desire to participate in the teaching learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. (Hermine Marshal,1987:127-128). Based on Carole Ames (1990:189), Learning motivation or motivation to learn is the meaningfulness, value, and benefits of academic tasks to the learner --- regardless of whether or not they are intrinsically interesting. It is characterized by long term, quality involvement in learning and commitment to the process of learning.

2.3 Listening Comprehension

The nature of listening comprehension means that the learner should be encouraged to concentrate on an active process of listening. Listening comprehension is a complex activity. Coordinating sounds, vocabulary, grammatical structures and background knowledge involves a great deal of mental processes on the part of listener (Vandergrift and Hui Fang Shang, 2008). In addition, Calce (2001:88) stated that listening comprehension describes comprehension of speaker's messages at the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning intended. Some applied linguist argue that listening comprehension is at core of second language acquisition and demands a much greater prominence in language teaching.

O'Malley and Chamot made a conclusion by doing a research on listening comprehension in 1989, "Listening comprehension in an active and conscious process in which listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" (O'Malley and Chamot, 1989:420)

Good listening comprehensions are essential for academic success by students in classroom. In all too many cases, the primary emphasis on listening comprehension involves the students can takes notes or attends to the day's activities.

2.3.1 The Purpose of Listening Comprehension

Listening comprehension is regarded theoretically as an active process in which students concentrate on selected aspects of aural input, from meaning, from passages, and associates what they hear with existing knowledge. Uses effective listening can help students capitalize on the language input they are receiving and help teacher facilitate the teaching process. Brown and Yale (1983:39) divided the purposes of listening comprehension into 2 (two), they are:

a) Interactional uses of language are those in which primary purposes for communication are social. The emphasis is on creating harmonious interaction between participants rather than on communicating information.

b) Transactional function of language is those in which primary purposes for human learning: are information gathering and pleasure, though there are other reasons, such as empathy, assessment and criticism.

2.3.2 Types of Listening

According to Nation and J. Newton (2009:40) there are two broad types of listening: 1) One-way-listening typically associated with the transfer of information (transactional listening); b) Two-way-listening typically associated with maintaining social relations (interactional listening). Traditionally, listening was associated with transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials. While this is fine if it is relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.
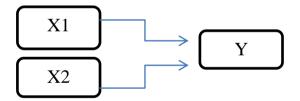
Wilson (2008a:10) engage in on a day-to-day listening; (a) Listening for gist: this refers to the occasion when people want to know the general idea. (b) Listening for specific information: this refers to the occasion when people do not need to understand everything, but only in a very specific part. (c) Listening in detail, this refers to the type of listening people do when find the errors or determine differences between one passage and another. People cannot afford to ignore anything because people do not know what exactly information will help us to achieve the task. (d) Inferential listening, this refers to the type of listening when people wish to know how the speaker feels. It may involve inferring, which.

III. RESEARCH METHOD

The method that used in this research is experiments. The research is used to know the effects of teaching media and learning motivation at fourth semester in Academy Secretary and Management Bina Sarana Informatika Jakarta.

In this study, the researcher divides the sample into two classes, consisting of the experimental class is the class given teaching method and a control class of the class given conventional teaching. End of instruction, students in both classes were given a test with about the same. The results of these tests be used as research data, then analyzed and compared to see the influence of different teaching media and learning motivation on listening comprehension of students between the experimental class and control class.

In accordance with the problem statement and objectives of this study, This method treated students in two different classes-an experimental class and a control class. The experimental class the teacher used Davitech Teacher Media in listening activities and for the control class, the teacher used conventional. Likewise, the students in both classes were also asked to answer the test at the end of the treatment is to find out the effect of it upon student's listening comprehension. The design in this study is:

Remark:
X_1= Teaching Media (independent variable)
X_2=   Learning Motivation (independent variable)
Y =   Listening comprehension

In this experimental study the researcher uses the 2 classes, namely the experimental class and control class. The experimental class is students at class SK 3A which consists of 30 students who are given Davitech Teacher Media. The control class is students at class SK 3B, which consists of 30 students who are given conventional.

The class received the material about listening for general situation with the same allocation of time and theme. The material provided in accordance with that specified in the curriculum. The data in this study were obtained by giving the final test in each of the students who worked individually, either in the experimental class or control (conventional) class.

Learning motivation in this research is typically examined in terms of intrinsic and extrinsic motives of the students which is direct to create their attention, build relevance, confidence and satisfaction. To test learning motivation of the students in this research, they gave the numbers of the questions in a questionnaire. To know the high or low motivation of the students, the researcher used John Keller's theory.

The intrinsic and extrinsic motivation which appears in students' is involving attention, relevance, confidence and satisfaction (John Keller's theory). These four characteristics will applicable in the questions of the questionnaire. In this case, the researcher used Likert Scale that is divided into five categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

IV. DISCUSSION

After the test and questionnaire score collected, statistical computation using ANOVA Two-ways were utilized unearth the comparison between before and after treatments. The summary of the research are presented below:

Table 1. Descriptive Statistics

Descriptive Statistics				
Dependent Variable: Listening Comprehension				
Teaching Media	Learning Motivation	Mean	Std. Deviation	N
Davitech Teacher Media	High	83,20	9,623	15
	Low	66,73	12,775	15
	Total	74,97	13,915	30
Conventional	High	77,00	9,487	15
	Low	56,13	13,569	15
	Total	66,57	15,651	30
Total	High	80,10	9,904	30
	Low	61,43	14,026	30
	Total	70,77	15,281	60

Source: SPSS Output

From the data above, it can be explained that the listening comprehension subject which

is taught by using Davitech Teacher Media and students' who has high learning motivation (15 students) have the average score (mean) 83,20 with standar deviation 9,623. While, for students who taught by Davitech Teacher Media but have low learning motivation, the average score is 66,73 with standar deviation 12,775. For students in conventional class and have high learning motivation, the average score is about 77 and standard deviation 9,487. And student with low learning motivation have 56,13 average score and 13, 569 standard deviation.

The next step is to test the normality and homogeneity of the data. The normality test is needed to know what the next method of analysis is whether using statistic parametric or non-parametric. Homogeneity test is aim to determine whether the variance come from a homogeneous population or not. The data of normality test are below:

Table 2. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Listening Comprehension
N		60
Normal Parameters[a,b]	Mean	70,77
	Std. Deviation	15,281
Most Extreme Differences	Absolute	,159
	Positive	,090
	Negative	-,159
Kolmogorov-Smirnov Z		1,233
Asymp. Sig. (2-tailed)		,096
a. Test distribution is Normal.		
b. Calculated from data.		

Source: SPSS Output

The table above describes the score in statistic Kolmogorov-Smirnov Z Test for listening comprehension equals 1.233 and Sig.=0.096>0.05. It means the data are in normal distribution.

Homogeneity test result is presented below:

Table 3. Levene's Test (Homogeneity Test)

Levene's Test of Equality of Error Variances[a]
Dependent Variable: Listening Comprehension

F	df1	df2	Sig.
1,570	3	56	,207
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

Source: SPSS Output

The Levene's test with significance level of 5% (0,05) was used to test the homogeneity of the data. From the data above, it shows that F_0 =1.570 and Sig. =0.207>0.05. In other words, all the data are homogeneous. Based on the result of normality and homogeneity test above, it can be concluded that all requirements for ANOVA Two-Ways technique is completed.

Summary of result the data analysis using ANOVA Two-Ways is showed in the table as follows:

Table 4.Tests of Between-Subjects Effects

Tests of Between-Subjects Effects					
Dependent Variable: Listening Comprehension					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6357,667[a]	3	2119,222	15,996	,000
Intercept	300475,267	1	300475,267	2268,023	,000
A	1058,400	1	1058,400	7,989	,007
B	5226,667	1	5226,667	39,452	,000
A * B	72,600	1	72,600	,548	,462
Error	7419,067	56	132,483		
Total	314252,000	60			
Corrected Total	13776,733	59			
a. R Squared = ,461 (Adjusted R Squared = ,433)					

Source: SPSS Output

According to the data above, so the research hypothesis in this research is answered. The complete explanations about the table above are:

1. **First hypothesis**: Based on table above, the result of ANOVA test that Fo= 7,989 and Sig. = 0,007 < 0,05, so zero hypothesis (Ho) is rejected and alternative hypothesis (H₁) is accepted. It means that there is a significant effect of teaching media towards students' listening comprehension in Academy

Secretary and Management Bina Sarana Informatika Jakarta, or in other words, there is a different result or score of students' listening comprehension that is taught by using Davitech Teacher Media with the conventional media.

2. **Second hypothesis:** The table above shows the result of ANOVA test Fo = 39,452 and Sig. = 0,000 < 0,05, so H_0 is accepted and alternative hypothesis (H_1) is rejected. It means that there is a significant effect of learning motivation towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta, or in other words, there is a different result or score of listening comprehension for students who have high learning motivation and low learning motivation.

3. **Third hypothesis:** The result of ANOVA test in table above presents that Fo = 0,548 dan Sig. = 0,462 > 0,05, so H_0 is accepted and alternative hypothesis (H_1) is rejected. It means that there are interaction effect but not significant of teaching media dan learning motivation towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

Meanwhile, the Adjusted R. Squared is 0,433. It means that teaching media and learning motivation give 43,3 % effect to increase students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

V. CONCLUSION

According to the result of the research above, the class that is using Davitech Teacher Media in listening comprehension subject has higher score than the class that is not using Davitech Teacher Media or just using conventional media. It can be proved that the average score of the students in experiment class (using Davitech teacher Media) is 74,97, while the average score of students in conventional class is 66,57. So, the conclusion is the teaching media give a significant effect towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

In implementing the teaching media, some factors must be considered especially those which are closely related to students' personality. Since there is an effect of teaching media on students' listening comprehension, teachers should use another media in one learning process in order to reach the goal of the teaching learning.

The usage of media should requires the characteristic of educational media such as: (a) less expensive, (b) have intellectual message, (c) be according to the type and student's needs, (d) consider the class level and formative, (e) achieve the objective required, (f) be capable in comparison with others, (g) be available and affordable, and (h) consider the condition of the classroom. Using media requires that the teacher step outside of the traditional teaching media and facilitate learning by encouraging students to learn through media. This approach work best when students are primed. If students are not adequately informed about what they are expected them to learn, they will struggle to make the connection between the learning objectives and the media that they are expose to.

Showing media before the discussion gives students an image to which they can compare the topics under discussion. This method provides students with a brief capsule of what the media is about and what to look for. The uses of the media sources help connect the students with event that are culturally relevant. As a result, a positive consequence of utilizing media is that the teacher must keep their materials and examples up-to-date. The most important point is teacher also should guides students to operate the media.

In language learning, motivation is more specific than in a content-based subject. Students' learning motivation naturally has to do with students desire to participate in the teaching learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. In this research, learning motivation give the significant effect to increase students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta. Students who have high learning motivation is giving more attention to the learning activities in the class than the students who has low learning motivation. It is shown by their score in listening subject. The average score of high learning motivation students is 72,33, then the low learning motivation students average is 60,67.

Teacher should take some technique to increase students' motivation on classroom

activities. In general, these fall into the two categories: intrinsic and extrinsic motivation. To increase intrinsic motivation of the students, teacher must attract to, for example: (1) explain or show why learning a particular content or skill is important, (2) allow students some opportunities to select learning goals and tasks, (3) create or/and maintain curiosity, (4) provide games and stimulations, (5) set goals for learning, (6) relate learning to students need, (7) help students develop plan of action. Teacher should engage to build students' intrinsic motivation because it comes inside of an individual rather than from any external or outside rewards.

In contrast to intrinsic motivation, the extrinsic motivation comes from outside factors such as rewards. In this case, teacher should provide valuable rewards for simple task in order to make students enjoy in learning.

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