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The Correlation Between Learners' Autonomy And Listening Skill At The Second Semester Students Of English Education Study Program Iain Bukittinggi

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara otonomi pembelajar dan keterampilan menyimak pada mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris IAIN Bukittinggi. Dalam penelitian ini, peneliti menemukan beberapa masalah di kelas mendengarkan: siswa tidak dapat menggunakan seperangkat taktik untuk mengendalikan pembelajaran mendengarkan. Kemudian ada beberapa siswa yang tidak memiliki motivasi untuk belajar menyimak secara mandiri dan ada beberapa siswa yang membutuhkan banyak latihan untuk meningkatkan kemampuan menyimak secara mandiri. Tujuan dari penelitian ini adalah untuk menemukan korelasi yang signifikan, arah korelasi dan besarnya korelasi antara otonomi pembelajar dan keterampilan mendengarkan. Penelitian ini termasuk penelitian kuantitatif. Populasi penelitian ini adalah 89 mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris IAIN Bukittinggi. Jumlah sampel sama dengan jumlah populasi. Untuk pemilihan sampel, peneliti menggunakan teknik total sampling. Teknik pengumpulan data adalah angket dan dokumentasi. Kuesioner diadopsi dari Melyann Melani. Dalam menganalisis data, peneliti menggunakan Korelasi Product Moment dari Pearson. Berdasarkan temuan ada korelasi yang signifikan antara otonomi pelajar dan keterampilan mendengarkan. Pertama, dari hasil $R_{xy} = 0,5095$ terdapat interval 0,40-0,70 yang cukup, memang cukup ada korelasi antara kemandirian pembelajar dan keterampilan menyimak. Dengan kata lain, ada korelasi yang signifikan antara otonomi pelajar dan keterampilan mendengarkan. Pertanyaan kedua, dapat dilihat bahwa korelasi Pearson atau r -measured adalah 0,5095 (positif). Artinya terdapat korelasi positif antara kedua variabel; ada arah korelasi antara otonomi pelajar dan keterampilan mendengarkan. Dengan kata lain, jika pembelajar lebih baik dalam otonomi, maka pembelajar lebih baik dalam keterampilan mendengarkan. Terakhir, besaran korelasi antara kemandirian pembelajar dan keterampilan menyimak cukup besaran korelasinya. Hal ini terlihat dari kategori 0,40-0,70 dapat disimpulkan bahwa besarnya kedua variabel tersebut berarti terdapat korelasi yang cukup. Dengan kata lain, jika pembelajar lebih baik dalam otonomi maka pembelajar lebih baik dalam mendengarkan.

Abstract

The objective of this research was to find out the correlation between learners autonomy and listening skill at second semester students of English Education Study Program IAIN Bukittinggi. In this research, the researcher found some problems in listening class: students were unable to use a set of tactic for taking control of listening learning. Then, there were some students had no motivation to learn listening independently and there were several students who need many exercises to increase listening ability independently. The aimed of this research was to discover the significant correlation, correlation direction and magnitude correlation between learner's autonomy and listening skill. This research belongs to quantitative research. The population of this research was 89 second semester students of English Education Study Program of IAIN Bukittinggi. The number of sample equals to the population. To choose sample, the researcher used total sampling technique. Technique of data collection was questionnaire and documentation. The questionnaire was adopted from Melyann Melani. In analyzing the data, the researcher applied Pearson's Product Moment Correlation. Based on the finding there was significant correlation between learner's autonomy and listening skill. Firstly, from the result $R_{xy} = 0.5095$ there were interval 0.40-0.70 that's enough, indeed there was enough correlation between learners' autonomy and listening skills. In other word, there was significant correlation between learner autonomy and listening skill. The second question, it can be seen that the Pearson correlation or the r -measured was 0.5095 (positive). This means that there was positive correlation between both variables; there was correlation direction between learner autonomy and listening skill. In other word, if learners better in autonomy, so learner better in listening skill. The last, the magnitude correlation between learners' autonomy and listening skill was enough magnitude correlation. It shows from the category 0.40-0.70 it could be concluded that the magnitude both of variables which was mean that there was enough correlation. In other word, if learner better in autonomy so learner better in listening.

Keyword : *Learners autonomy, Listening Skill*

PENDAHULUAN

In language learning there are some basic skills which are learned by the students; listening, speaking, reading and writing. Listening is a very important skill for any language learner. As most teachers agree, the mastery of this skill entails many benefits for language development. The more learners practice it, the more they will benefit. According to Nunan, "Listening is an active, purposeful process of making sense of what we hear. It means that the students should understand what they have heard from the speaker and students can interpret the meaning of it. The students also have to identify what they have heard from the speaker and create the meaning of it. The teachers have to show the way how to comprehend listening so the learners can understand the listening material given.

Nowadays, every time students listen many different things in many different ways such as; conversation with other people, TV news, or a new music. As students listen, the students process not only what they hear but also connect it to other information they already know. In English language the students have to know "how to listen" and "what the students listening for." Teacher had to explore how listening works and way to help students become more effective listeners.

Teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening is considered to be the most difficult language skill for students because it needs (David Nunan, 2012) more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happen simultaneously inside the mind.

In listening skill, students not only hear but also have to pay attention and comprehend the verbal communication delivered by the speaker. The students will be easy to understand, to memorize, discuss and retell what the speaker said in their own words. This is an important ability to develop because good listeners grow up become good communicators.

Listening should help the students develop their skill of extracting meaning from the speech stream. Students interpret the speakers' message, verify and revise their predictions. Teachers may ask students to note down key words to work out the main idea of the text. Students may listen a second time, either in order to check or to answer more detailed questions.

Teachers can show students why good listening was useful and even crucial in some situations. Students' listening skills may be enhanced and tested by asking students questions about what they have heard. The students may be given practice in note-taking and could be asked questions about the facts and inferences that may be made from their notes. Learners can also benefit from practice in recognizing the purpose of presentations and other information they heard.

Moreover, one of factor which could support learner to achieve the success in language learning including listening is learner autonomy. It means learners are learned by themselves and take responsibility of it. Holec describes the learner autonomy as a learner who enjoys the independence of choosing their learning purposes, freely sets goals, enjoys the freedom to choose materials, methods and tasks, deliberately and independently exercises choice in all aspects of their own learning. In other words, for autonomy to be achieved, the learner should play an active role in students own learning process through the use of the learning opportunities available to the students and by the students(Holec,2017).

Based on the preliminary research by doing interview that had been done by researcher on Friday, March, 2019 with some students at the second semester students of English Education Section at State Islamic Institute of Bukittinggi, there researcher found the problems such as;The first problems were students' inability to use a set of tactic for taking control of listening learning. Cottrenal as quoted by Everbard explained tactics includes an ability to set the learning objective, selecting listening material and tasks, planning to practice listening and monitoring and evaluation listening progress .It could be identified from students' inability to solve the problem or difficulty found during listening. Consequently, the students immediately asked other students for help without effort to solve it first. In addition, the researcher found almost of the students cheated to other students which means students were unable to arrange schedule to learn listening and create the best condition to learn English(Everhard,C.,& Murphy, L,2017).

The second problems werethe students had no motivation to learn listening. The motivation includes students' desire to learn, responsibility and willingness to learn listening. It was known the students were lazy to learn or no motivation to learn. It wasaffected on students concentration to learn listening such as the difficulties to understand the speaker utterance due to difficult vocabulary. Moreover, the students were difficult to identify several words that which had same pronunciation. It was affected

on students and students could not finish their task independently then the students prefer to cheat to their friends. As result, the students did not maximal in listening instruction process.

The third problems were listening needs a lot of practice independently, the students rarely practice to listen. It requires practice inside and outside of the classroom. Meanwhile, most of the students did just practice in the classroom without practicing outside of the classroom. It means that they were depended to the teacher in order to improve their listening skill. In addition, practice listening outside of the classroom was useful to improve students' listening, help the students to acquire English, improve vocabulary, writing, and reading. Therefore, the lack of practice will impact on the students listening skill and make them get low mark.

Based on phenomena above, the researcher interested to conduct a research under the title "The Correlation Between Learners' Autonomy and Listening Skill at the Second Semester Students of English Education Study Program IAIN Bukittinggi".

METODE PENELITIAN

This research is a correlation research. The correlation is a quantitative research involves collecting the data to determine the relationship between two variables. The quantitative data is formed in numbering that constitutes description between two variables. According to Gay, a correlation research involved collecting data in order to determine whether, and to what degree, a relationship between two or more quantifiable variables. This research want to identify whether there is a significant correlation or not between learners' autonomy and listening skills. Besides, this research also conducted to know the direction of correlation and the magnitude of correlation between learners' autonomy and listening skill. The population of this research is the second semester students' at IAIN Bukittinggi. The table of total population of the second semester students in IAIN Bukittinggi: The Population Classes PBI-3A 29, PBI-3B 29, PBI-3C 31, Sum 89. In this research, the researcher used total sampling technique. According to Sugiyono, total sampling is a sampling technique which the number of sample equals to the population. It was utilized because the population was less than 100. The sample of this research was 89 students.

HASIL DAN PEMBAHASAN

A. Analysis of the data

After finishing collecting the data, the researcher analyzes the data. For finding the correlation between learners' autonomy and listening skills, the researcher used statistic calculation of the coefficient correlation of analyze the data gotten were ordinal data. The formula used as follow:

1. To identify whether there is correlation or not between two variables. The analyzing data is used statistical data analysis is using the coefficient correlation of Pearson Product Moment technique. In this case, the research will be used statistical method which is used to investigate the correlation between learners' autonomy and listening skill. The researcher used the calculation the products moment formula. The data above is the result of coefficient correlation between learner autonomy and listening skills. From the data it can obtained the value of $X = 6590$, $X^2 = 499969$, $Y = 6484$, $Y^2 = 482514$ and $XY = 485728$. Based on the account result on the table above, the result is got as follow:

$$\begin{aligned} r_{xy} &= \frac{N \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \\ r_{xy} &= \frac{89(485728) - (6590) \cdot (6484)}{\sqrt{[89 \cdot 499969 - (6590)^2][89 \cdot 482514 - (6484)^2]}} \\ r_{xy} &= \frac{(44497241 - 43428100)(42943746 - 42042256)}{500232} \\ r_{xy} &= \frac{\sqrt{(1069141)(901490)}}{500232} \\ r_{xy} &= \frac{\sqrt{963819920090}}{500232} \\ r_{xy} &= \frac{9817433066}{9817433066} \\ r_{xy} &= 0,5095 \end{aligned}$$

Based on calculation above $R_{xy} = 0.5095$ there were interval 0.40-0.70 that's enough, indeed there was enough correlation between learners' autonomy and listening skills. In other word, there was significant correlation between learner autonomy and listening skill.

2. Thus to answer the second question, it can be seen that the Pearson correlation or the r-measured was 0.5095 (positive). This means that there was positive correlation between both variables; there was correlation direction between learner autonomy and

listening skill. In other word, if learners better in autonomy, so learner better in listening skill.

3. The magnitude correlationbetween learners' autonomy and listening skill was enough magnitude correlation. The researcher conclude with interpretation bellow:

Table theMagnitude of Relationship

Index Correlation (r _{xy})	Interpretation
0.90-1.00	Very high correlation
0.70-0.90	High correlation
0.40-0.70	Enough correlation
0.20-0.30	Low correlation
0.00-0.20	Very low correlation

The table above shows that there is enough correlation between learners' autonomy and listening skills. It shows from the table that was category 0.40-0.70it could be concluded that the magnitude both of variables whichwas mean that there wasenough correlation. Itwasanalyzed based on magnitude of correlation of X variable and Y variable. In other word, if learner better in autonomy so learner better in listening.

B. Hypohesis testing

To measure whether the researcher will accept or reject the hypothesis, the researcher used this formulation: (Sugiyono, 2009)

If $r_{xy} \geq r_{tab}$ it means H_a is accepted and H_o is rejected

If $r_{xy} < r_{tab}$ it means H_a is rejected and H_o is accepted

$\alpha = 0.05 : 0.5095 > 0.495 = H_a$ is accepted, H_o is rejected

C. Discussions

In this discussion the researcher discuss about the answers of research questions.This research was about the correlation between learner autonomy and listening skill at the second semester of English students in IAIN Bukittinggi. It stated that correlation between learner autonomy as X variable and listening skill as Y variable. The data achieved from questionnaire and documentation.

The analyzing data is used statistical data analysis is using the coefficient correlation of Pearson Product Moment. Based on the finding, the research questions were answered. Firstly, from the result $R_{xy} = 0,5095$ there were interval 0.40-0.70 that's

enough, indeed there was enough correlation between learners' autonomy and listening skills. In other word, there was significant correlation between learner autonomy and listening skill.

Thus to answer the second question, it can be seen that the Pearson correlation or the r -measured was 0.5095 (positive). This means that there was positive correlation between both variables; there was correlation direction between learner autonomy and listening skill. In other word, if learners better in autonomy, so learner better in listening skill.

The last, the magnitude correlation between learners' autonomy and listening skill was enough magnitude correlation. It shows from the category 0.40-0.70 it could be concluded that the magnitude both of variables which was mean that there was enough correlation. In other word, if learner better in autonomy so learner better in listening.

It's according to Plant who said the correlation between autonomy of the low proficiency learners and their listening skill was found to be a moderate positive relationship owing to the fact that Pearson. In addition, this moderate positive relationship between the autonomy of the high proficiency EFL learner autonomy and their listening skill were significantly correlated (Pallant, 2016). So from the result above, it can be seen that there was enough correlation between learner autonomy and listening skill, in other word there was positive correlation between both of variables. It's according to Plant, who said that the autonomy of the high proficiency EFL learner autonomy and their listening skill were significantly correlated.

SIMPULAN

This research was conducted to find out whether there is a significant correlation, correlation direction and magnitude correlation between learner autonomy and listening skills, the researcher conclude that: Firstly, from the result $R_{xy} = 0,5095$ there were interval 0.40-0.70 that's enough, indeed there was enough correlation between learners' autonomy and listening skills. In other word, there was significant correlation between learner autonomy and listening skill. The second question, it can be seen that the Pearson correlation or the r -measured was 0.5095 (positive). This means that there was positive correlation between both variables; there was correlation direction between learner autonomy and listening skill. In other word, if learners better in autonomy, so learner better in listening skill. The last; the magnitude correlation between learners' autonomy

and listening skill was enough magnitude correlation. It shows from the category 0.40-0.70 it could be concluded that the magnitude both of variables which was mean that there was enough correlation. In other word, if learner better in autonomy so learner better in listening.

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