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Research Article

A Study on the Relationship Between Students' Motivation and Their Listening and Reading Comprehension

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A B S T R A C T

Effective language learning requires a variety of traits, but three things are absolutely necessary: motivation, listening comprehension, and reading comprehension. This study investigates the complex relationships between the motivation of senior high school students and their comprehension of reading and listening. The goal of the study is to determine whether there is a substantial correlation between students' motivation to read and listen comprehension and their actual reading and comprehension scores. To do this, a quantitative research approach employs surveys and standardized reading and listening comprehension exams. A random selection of fifty senior high school pupils was made from one of Bontang's private schools. Through data analysis using Pearson's correlation coefficient, the direction and strength of the relationship between motivation and listening and reading comprehension were determined. The findings show that while reading comprehension and listening comprehension have a strong link, students' motivation for listening and reading comprehension does not have a significant influence.

INTRODUCTION

Proficiency in communication, namely in the areas of listening and reading comprehension, is essential for both scholastic achievement and future job preparedness. These competencies facilitate students' assimilation of knowledge, critical thinking, and manoeuvring through progressively intricate educational settings. Notwithstanding their importance, children frequently face difficulties with comprehension—both in reading and listening. To improve student learning outcomes, teachers must look at the factors impacting these skills.

Motivation plays an important role in language learning and academic achievement. Previous research has established a link between high levels of motivation and improved performance in various areas, including language acquisition (Dornyei, 2009; Dörnyei & Ryan, 2015). However, the specific relationship between motivation and listening and reading comprehension remains inconclusive, with some studies demonstrating significant correlations (Pratiwi & Rosnija, n.d) and others finding no significant correlations (Vandergrift, 2005). This inconsistency highlights the need for further

investigation into how motivation specifically affects listening and reading comprehension.

Motivation is a multifaceted construct that encompasses an individual's willingness to exert effort, persist in the face of challenges, and engage in activities that are perceived as meaningful and valuable. In the context of language learning, motivation serves as the driving force that propels learners toward their goals of acquiring proficiency in a new language.

Listening comprehension, the ability to understand spoken language, is a crucial skill for effective communication. It involves the ability to decipher sounds, recognize patterns, and construct meaning from the spoken stream. Effective listening comprehension requires a combination of auditory discrimination, attention span, and the ability to anticipate and make connections. Even though listening is the most difficult aspect of spoken communication, researchers have only recently become interested in studying listening comprehension techniques since listening was previously thought of as a passive skill. (Vandergrift, 1999, 2004)

Reading comprehension, the ability to grasp the meaning and intent of written texts, is another essential skill in language learning. It encompasses the ability to decode words, construct sentences, and interpret the underlying messages conveyed by the author. Effective reading comprehension demands a combination of cognitive abilities, including vocabulary knowledge, background knowledge, and inferencing skills.

Motivation and Language Learning

Motivation is a multifaceted construct that encompasses an individual's willingness to exert effort, persist in the face of challenges, and engage in activities that are perceived as meaningful and valuable (Ryan & Deci, 2000). In the context of language learning, motivation serves as the driving force that propels learners toward their goals of acquiring proficiency in a new language (Dörnyei, 2005).

Research has consistently demonstrated the positive impact of motivation on language learning outcomes. Students who possess higher levels of motivation tend to exhibit better performance in various language tasks, including listening comprehension, reading comprehension, and speaking (Noels, Pelletier, & Clément, 2001).

Pintrich and colleagues developed the Motivated Techniques for Learning Questionnaire (MSLQ), which evaluates "students' motivational orientations and their use of various learning strategies for a specific college course." (Pintrich, 1993).

The broad cognitive theory of motivation and learning methods that underpins the MSLQ holds that beliefs and cognitions regulate instructional input and that students are active information processors. The questionnaire was divided into two sections. The first section's goal was to gauge the students' passion for their studies. Measuring the various learning strategies was the aim of the second section. Since each section measures two different components, it can be used either alone or in combination with the others. Therefore, depending on the purpose of the study, researchers can use one of these sections or both of them together.

Listening and Reading Comprehension

Understanding spoken language is known as listening comprehension, whereas understanding the meaning and purpose of written materials is known as reading comprehension. Proficiency in both listening and reading comprehension is necessary for successful academic pursuits and efficient communication.

Listening is one of the receptive abilities. The listening process includes understanding the vocabulary and syntax used by the speakers, as well as their accent and pronunciation, and comprehending their meaning. A listener should be able to do all four of these tasks at the same time. (Susanti, 2018)

Meanwhile, requirements for reading comprehension word reading proficiency, working memory, vocabulary, inference-making, comprehension monitoring, and prior knowledge all require the coordination of several language and cognitive processes. (Perfetti, Landi, & Oakhill, 2005).

Numerous studies have investigated the factors that contribute to effective listening and reading comprehension. These factors include auditory discrimination, attention span, vocabulary knowledge, background knowledge, inferencing skills, and metacognitive strategies (Nation, 2005). In practice, the interpretation that reading and hearing comprehension have both general and modality-specific characteristics should be taken into consideration in teaching. (Wolf et al., 2019)

The Relationship between Motivation and Listening and Reading Comprehension

An increasing amount of research has explored the connection between motivation and listening and reading comprehension. These studies have consistently shown a positive correlation between motivation and both listening and reading comprehension abilities (Wenden, 2007).

Studies have also shown that intrinsic motivation is more strongly associated with enhanced listening and reading comprehension than extrinsic motivation (Noels et al., 2001). This suggests that fostering intrinsic motivation among learners is crucial for promoting their listening and reading comprehension skills.

The purpose of this study is to look into the relationship between students' motivation and their reading and listening comprehension abilities. This research contributes to the understanding of how motivational factors influence language comprehension, providing valuable insights for educators seeking to optimize teaching strategies and improve student outcomes.

METHOD

This research was correlational quantitative research using three variables. The population of this research was all students in eleventh grade at one of the private senior high schools in Bontang. The sample of this research was fifty senior high school students who were chosen randomly.

There was one variable X—motivation. Variable Y consists of students' TOEFL listening & reading comprehension. Finding any correlations between students' motivation, listening, and reading comprehension skills is the main objective of this study.

Thus, motivation is the independent variable, and listening and reading comprehension skills are the dependent variables. This study uses a correlation research design type since its goal is to show how the variables are correlated. In figure 1, it is visible.

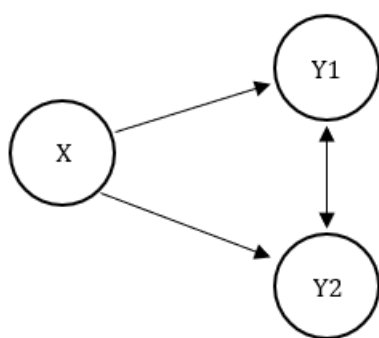


Figure 1 Variable correlation

Based on the quantitative research method, this study was conducted. Every researcher has a different definition of quantitative research. Fraenkel and Wallen (2008) define quantitative research as the belief that the world is made up of facts that can be discovered and that it is possible to discern between facts and emotions.

There are five different forms of quantitative research methods, according to Fraenkel and Wallen (2008). The five forms of research are as follows: (1) correlational research; (2) single-subject research; (3) causal-comparative research; (4) survey research; and (5) experimental research. Each type has unique characteristics of its own. The approach that the researcher decided to use in this study is correlational design. The researcher examines the motivation questionnaire using correlation analysis. The researcher next turned her attention to the students' comprehension of what they were reading and listening.

Both listening and reading comprehension sections offer 50 multiple-choice questions. Listening asks about main points, details, and inferences from spoken audio, while reading presents five passages followed by similar questions based on their content.

RESULTS AND DISCUSSION

Results

In order to determine whether or not there is a relationship between students' motivation for listening and reading comprehension, the research used the Motivated Techniques for Learning Questionnaire (MSLQ) and the TOEFL reading and listening test to gather data.

Three conclusions are drawn from the data analysis and hypothesis testing, and these will be further discussed below.

Table 1 Bivariate correlations between motivation & listening comprehension

		T_motivation	T_Listening
T_motivation	Pearson Correlation	1	.096
	Sig. (2-tailed)		.506
	N	50	50
T_Listening	Pearson Correlation	.096	1
	Sig. (2-tailed)	.506	
	N	50	50

The Pearson's Correlation score is 0.096, as Table 1 demonstrates. In the meantime, 0.506 is the significant probability score. The variables of motivation and listening comprehension do not significantly correlate, as indicated by the significant score of 0.506 > 0.05. Given that the two variables do not fall into the range of scores between 0.41 and 0.60, the Pearson's association score of 0.096 indicates that there is no association between them.

Table 2 Bivariate correlations between motivation and reading comprehension

		T_motivation	T_Reading
T_motivation	Pearson Correlation	1	.025

	Sig. (2-tailed)		.861
	N	50	50
T_Reading	Pearson Correlation	.025	1
	Sig. (2-tailed)	.861	
	N	50	50

Table 2 shows that the value of Pearson's correlation is 0.025. As the significant probability is greater than 0.05, the significant probability score of 0,861 indicates that there is no link between the two variables. Since the two variables' scores do not fall between 0.41 and 0.60, the Pearson's Correlation value of 0.025 indicates that there is no relationship between them.

Table 3 Bivariate correlations between listening & reading comprehension

Correlations		T_Listening	T_Reading
T_Listening	Pearson Correlation	1	.807**
	Sig. (2-tailed)		.000
	N	50	50
T_Reading	Pearson Correlation	.807**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 indicates that there is a substantial association between reading comprehension and listening comprehension. Because the correlation lies between 0.61 and 0.80, it is very strong. As the significant probability is more than 0.05, the significant probability score of 0.000 indicates that there is a correlation between the two variables. According to the table, there is a substantial and statistically significant positive association in the sample between reading comprehension and listening comprehension. This suggests that those with strong listening comprehension skills will probably have strong reading comprehension skills as well, and vice versa.

In conclusion, the results that have been presented provide insight into the intricate connections that exist among reading comprehension, listening comprehension, and motivation. Even while motivation may not have a direct correlation with language comprehension skills in this study, the significant association between listening and reading comprehension skills highlights the importance of understanding these abilities as interconnected within the language learning process. Figure 2 depicts it.

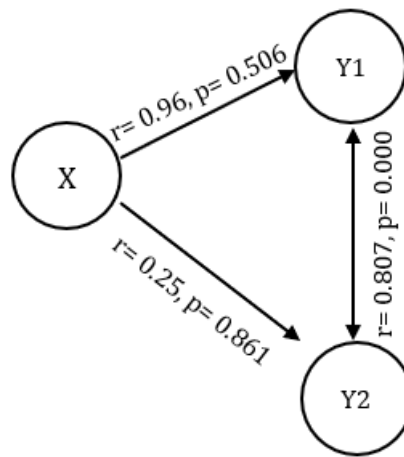


Figure 2 Variable correlation result

Discussion

In the setting of a senior high school, this study looked into the connection between students' motivation and their reading and listening comprehension abilities. Comprehending this correlation is essential for creating efficient language learning settings and pinpointing possible areas of focus for intervention aimed at enhancing students' comprehension skills.

a. Motivation and Listening Comprehension

A p-value of 0.506 and a Pearson's correlation coefficient of 0.096 suggest that the findings of the study on the connection between listening comprehension and student motivation were not statistically significant (Table 1). The lack of a significant association implies that there isn't a direct relationship between students' motivation and their listening comprehension skills within the confines of this investigation. This result is consistent with earlier research by (Vandergrift, 2005), which highlighted the low and non-significant connections between motivation and listening comprehension. This was unexpected because it was thought that driven students would perform better.

However, the previous research is not in line with earlier research by (Pratiwi & Rosnija, n.d.), who discovered that the study did find that motivation has a significant role in listening abilities. Stated differently, the study discovered a strong correlation between motivation and listening skills. Consistent with the preceding statement, an additional investigation discovered a noteworthy correlation between listening proficiency and drive. According to (Susanti, 2018) study, English teachers place greater emphasis on their students' motivation and listening comprehension than on other affective characteristics that can aid in their understanding of hearing texts. It is important for students to improve their comprehension of the literature they are listening to.

Furthermore, reviewing earlier studies using the TOEFL and MAT exams, (Ou, Hung-Chang, 1991) discovered a favorable relationship between student motivation and English listening comprehension. The research findings suggested that language teachers should consider specific motivation variables when determining the most effective ways to motivate students when teaching English listening comprehension skills, as there was a significant correlation found between the dynamic of learners' motivation and their achievement in language learning.

The researches can be different since other learner variables besides motivation may significantly impact listening comprehension. Factors like language proficiency, learning strategies, and cognitive abilities could moderate the relationship between motivation and listening performance, leading to seemingly contradictory findings across studies. (Jafari, 2010) in the study revealed that some subjects may give dishonest or thoughtless answers, it might be challenging to assess students' affective characteristics in the best of situations. They can be unwilling or incapable of providing an accurate account of their own emotional states.

b. Motivation and Reading Comprehension

The relationship between reading comprehension and student motivation was looked at, however the results were not statistically significant (Table 2). In this specific sample, there is little indication that there is a meaningful connection between student motivation and reading comprehension. This means that students' motivation levels didn't consistently predict their reading comprehension scores. Students' motivation and reading comprehension did not correlate. Furthermore, motivation cannot account for all of the factors influencing pupils' reading comprehension. This result was consistent with earlier study by (Istiflah et al., 2022) , The results of the study indicated that there was no relationship between reading comprehension and students' motivation. Furthermore, this study showed that motivation is not the only element influencing students' comprehension of what they read.

Unlike a previous prior study by Ningrum & Matondang (2017), the findings showed a substantial relationship between students' reading achievement and motivation. It was recommended by their research that English teachers develop instructional tactics that boost their students' motivation in reading classes. Furthermore, earlier research by (Yolanda Rizki Putri et al., 2016) which found a correlation between students' motivation and reading comprehension, also supported this. Nowadays, a major factor in English language training is the students' desire to learn the language. To achieve successful learning

outcomes, the teacher should concentrate on increasing the students' motivation.

The findings are different because reading comprehension may be greatly impacted by a variety of factors, including language ability, past knowledge, cognitive capacities, learning strategies, and even the classroom setting or instructional techniques. These elements probably interact in intricate ways with motivation, producing varying results from study to study.

This discussion reinforces previous research by (Permatasari, A.N. & Wienanda, W.K. 2023) emphasizing the importance of engaging and relevant reading materials offered in a structured program. Such an approach fosters students' enjoyment of reading, ultimately contributing to both academic and personal growth.

Since motivation and reading and listening comprehension did not significantly correlate, it is possible that other elements are more important for these language skills. Language skills, learning methods, cognitive capacities, and the classroom setting are a few examples.

c. Listening and Reading Comprehension

Reading and listening are two main components in learning and teaching. Recently, there were many researchers conducted the studies relating to the relationship between listening and reading comprehension. As a result, it needs to be done right now in this study. Reading comprehension and listening comprehension were shown to be highly correlated, according to research findings based on the data presented in the preceding section. This proof was displayed in Table 3. It implies that those who did well in reading comprehension were probably going to do well in listening comprehension, and vice versa.

This was in line with earlier research (Hastuti & Kalim, n.d.) which conducted a correlation study to determine whether there was a correlation between reading comprehension skills and listening comprehension skills in completing TOEFL-PBT. The results of the investigation showed that they have a close association. It's possible that reading comprehension and listening comprehension are related.

Listening and reading comprehension have a strong correlation because both skills involve the processing of language and the extraction of meaning from written or spoken words. It was surprising to learn that word reading fluency improved listening comprehension as well as reading comprehension. Based on the basic understanding of reading, word reading fluency was a good choice for a modality-specific subskill of reading comprehension (Hoover' & Gough, n.d.)

In terms of education, understanding the relationship between listening and reading comprehension is vital for developing effective educational strategies. Teachers must recognize that language proficiency involves a combination of general and modality-specific skills. A comprehensive approach that considers both aspects can pave the way for more targeted and impactful interventions.

According to (Wolf et al., 2019) the understanding that listening and reading comprehension involve both general and modality-specific aspects should be considered in practice in education. A child's listening skills should also be evaluated in addition to their reading comprehension, and if necessary, specialist interventions should be given to help the child overcome these specific difficulties.

Developing a deeper knowledge of the different ways that students interact with information will enable custom interventions. By taking a broad approach, teachers may create a classroom environment that supports reading and listening comprehension, ensuring a thorough foundation for academic success.

Reading comprehension and listening comprehension have a significant connection, suggesting a close relationship between the two abilities. This connection might result from similar mechanisms for meaning extraction and language processing.

The findings demonstrate the complexity of language acquisition and the need for comprehensive teaching methods. When creating instructional strategies, teachers should take into account both general and modality-specific components of language proficiency.

CONCLUSION

This study looked into the connection between listening comprehension, reading comprehension, and motivation. The results indicate that:

1. Motivation and listening comprehension: Listening comprehension and motivation are not significantly correlated. These results imply that there isn't a significant linear link between people's motivation levels and their listening comprehension skills, at least not within the parameters of this study.
2. There is no statistically significant relationship found between reading comprehension and motivation. The data disproves the idea that those with higher levels of motivation also had superior reading comprehension skills. It is important to keep in mind that correlation

does not imply causation, and that there may be other factors influencing the relationship between motivation and reading comprehension that were not considered during this inquiry.

3. Listening comprehension and reading comprehension: There is a substantial and favorable relationship between reading comprehension and listening skills. This implies that those who are good listeners also typically have good readers, and vice versa. Moreover. These results suggest that the two cognitive domains may be related, and that performance in one domain may be positively impacted by one's competency in the other. However, the relationship's intensity may differ for various groups and settings. To learn more about the underlying mechanisms and contributing variables of the mutual reinforcement between hearing comprehension and reading comprehension, more research might be conducted.

This study suggests that while listening and reading comprehension do not appear to be directly impacted by motivation, there is a high correlation between reading comprehension and listening comprehension. Further research could look more deeply into the particular elements that lead to individual variances in reading and listening comprehension as well as possible interventions to enhance these abilities even more.

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