

**THE CORRELATION BETWEEN INDEPENDENT LEARNING
DURATION AND LISTENING SKILL ACHIEVEMENT OF THE FOUR-
SEMESTER STUDENT AT ENGLISH EDUCATION DEPARTMENT IN
STAIN MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teaching Training Departement State Islamic College of Majene

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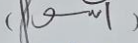

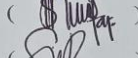
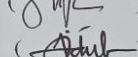
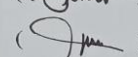
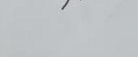
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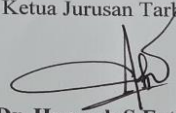
Yang berjudul “The Correlation Between Independent Learning Duration and Listening Skill Achievement of the Four-Semester Students At English Education Department in STAIN Majene” yang disusun oleh **NURANNISA, NIM. 10256119032**, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Kamis, 11 Januari 2024 M. Dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan.

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Pembimbing penulisan skripsi saudari NURANNISA, NIM: 10256119032, Mahasiswa Program Studi Pendidikan Agama Islam pada Jurusan Tarbiyah dan Keguruan STAIN MAJENE, setelah meneliti dan mengoreksi secara seksama skripsi berjudul "The Correlation Between Independent Learning Duration and Listening Skill Achievement of the Four-Semester Students At English Education Department in STAIN Majene" memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan. Demikian persetujuan ini diberikan untuk diproses lebih lanjut.


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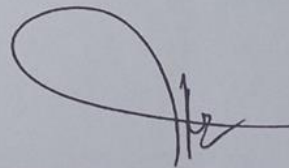
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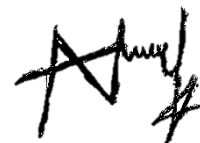
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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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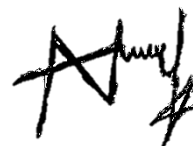
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ABSTRACT

Researcher : NURANNISA
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Title : **The Correlation Between Independent Learning Duration and Listening Skill Achievement of the Four-Semester at English Education Department in STAIN Majene**

Researcher found a problem in education that students have difficulty in achieving optimal listening skills and this is also often influenced by a lack of self-study time. This study aims to determine whether there is a relationship between the duration of self-study and the achievement of listening skills. The research was conducted by distributing questionnaires about self-study. Quantitative methods were used in this study to collect data. The number of samples used was 32 students and the subjects of this study were fourth-semester English education students at STAIN Majene. The data analysis technique in this study used product-moment correlation to test the closeness of the relationship between two variables. This shows that there is a relationship between self-study duration and listening learning outcomes in fourth-semester students majoring in English education because $r_{count} < r_{table}$. Furthermore, the significant value obtained from the SPSS 20 column is $0.320 < 0.349$ so it can be concluded that there is an insignificant correlation between independent learning duration and listening learning outcomes in fourth-semester students majoring in English education. so based on the research obtained, it can be concluded that there is a correlation between independent learning duration and listening skill achievement but it is classified as a weak correlation.

Keywords: Duration, Listening skill, Independent learning

ABSTRAK

Peneliti : NURANNISA
Nim : 10256119032
Judul : *Hubungan Durasi Belajar Mandiri dengan Pencapaian Kemampuan Mendengarkan Semester Empat Jurusan Pendidikan Bahasa Inggris di STAIN Majene*

Peneliti menemukan masalah dalam dunia pendidikan yaitu siswa mengalami kesulitan dalam mencapai kemampuan mendengarkan yang optimal dan hal ini juga sering kali dipengaruhi oleh kurangnya waktu belajar mandiri. Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara durasi belajar mandiri dengan pencapaian kemampuan mendengarkan. Penelitian dilakukan dengan menyebarkan kuesioner tentang belajar mandiri. Metode kuantitatif digunakan dalam penelitian ini untuk mengumpulkan data. Jumlah sampel yang digunakan adalah 32 mahasiswa dan subjek penelitian ini adalah mahasiswa pendidikan bahasa Inggris semester empat di STAIN Majene. Teknik analisis data dalam penelitian ini menggunakan korelasi product moment untuk menguji keeratan hubungan antara dua variabel. Hal ini menunjukkan bahwa terdapat hubungan antara durasi belajar mandiri dengan hasil belajar listening pada mahasiswa semester empat jurusan pendidikan bahasa Inggris karena r hitung $< r$ tabel. Selanjutnya, nilai signifikan yang diperoleh dari kolom SPSS 20 adalah $0,320 < 0,349$ sehingga dapat disimpulkan bahwa terdapat korelasi yang tidak signifikan antara durasi belajar mandiri dengan hasil belajar listening pada mahasiswa semester empat jurusan pendidikan bahasa Inggris. Jadi berdasarkan penelitian yang diperoleh, dapat disimpulkan bahwa terdapat hubungan antara durasi belajar mandiri dengan prestasi listening skill namun tergolong korelasi yang lemah.

Kata kunci: Durasi, Kemampuan menyimak, Belajar mandiri

CHAPTER I

INTRODUCTION

A. Research Background

Listening is an important skill in language learning and should not be taken for granted, especially in academic contexts and different linguistic contexts, listening plays a central role in language teaching, including English teaching (Putri, 2016). These skills form the basis for the other three language skills (speaking, reading, and writing). Sariçoban (2016) claims that listening is recognizing and understanding what the other person is saying. Listening skills are key to conveying messages effectively. Listening skills are also the first skills that children acquire before they learn to read and must be mastered before they learn a foreign language.

Listening skill is a very important skill to be mastered by students because if they want to speak with someone who speaks English (Arif, 20210), they need to understand the meaning and know what the other person is saying so that communication errors do not occur with other people. However, most students think listening is difficult because they need concentration and much vocabulary. Difficulties include an inability to understand words and sentences from native speakers (Ayuningtyas, 2019). However, there are also many ways to learn listening skills, for example, in English courses, talking directly to foreigners, and being able to study independently.

Independent learning is the willingness of students to learn independently, which is a way to improve learning process skills which are very important to achieve good and optimal learning outcomes. Independent

learning is the development of knowledge, skills, activities, and oneself which begins with independent learning, planning and carrying out studies awareness of learning needs, and goals, developing learning strategies, and evaluating them. Independent learning requires students to determine their learning goals, plan strategies to achieve learning goals, and plan assessment methods (Oishi, 2020). Moreover, the student's independent learning process can also plan how long he will study in one day or how long the learning duration is good for independent learning.

Independent learning is part of cognitive learning theory according to cognitive, motivation, and aspects of the learning environment influence student achievement. However, independent learning is very difficult for some students because of a lack of motivation and stimulated learning when there are only assignments from the lecturer. Independent learning is also still considered a burden, so independent learning is boring, especially with a long enough duration (Daar, 2020). Independent learning is also still considered a burden so independent learning feels boring, especially with a long enough duration. In other words, independent learning is an activity that is completely under the control of the person/learner himself.

Learning duration is the length of time a person spends in learning activities every day, outside of school hours. The longer the time students study, the better the learning outcomes. Learning outcomes are the final form of learning and an overview of student abilities after examining the learning. In Indonesia, there are still many study hours that are not in accordance with the

needs (Hidayat, 2016). The duration of independent study is relatively burdensome for many students. However, reducing the burden of independent learning in a very short time is also not a solution.

Independent learning duration is the time required for a student to learn something independently without outside help. This includes the process of understanding, practicing, and developing abilities independently. Independent learning duration is different for each person and depends on factors such as initial ability, motivation, and availability of learning resources. Independent learning duration by determining the objectives of the learning also helps students to develop independent learning abilities, because students will develop independent learning abilities and become more independent in the learning process.

The higher Indonesian Education System allows students to study independently by implementing the Semester Credit System (SKS), namely the learning load that must be met by each student. In the Regulation of the Ministry of Education and Culture Number 3 of 2020 concerning National Higher Education Standards it is stated that the duration of study per week for 1 (one) lecture credit, response, or learning model learning is 170 minutes, including 50 minutes of face-to-face activities, 60 minutes of structured assignments, and 60 minutes of independent activity. Where 1 (one) SKS Workshop Learning Model or other similar form includes 100 minutes of learning activities and 70 minutes of independent activities per week in each semester. So, for example, a student taking a course with a volume of 2 credits,

in a week he has to study independently for two hours. If the average student takes 24 credits in one semester, then they have to study independently 48 hours a week, or about seven hours a day (Yusran et al., 2022).

This research will be conducted with fourth-semester students of STAIN Majene majoring in English education as research subjects. Researcher want to know independent learning duration and the relationship between listening skill achievement. The reason is the researcher wanted to conduct research in the fourth-semester student class was that if the duration of independent study and the achievement of listening skills were related, it could be a source of information for students and could also increase the duration of study so that they could achieve the desired grades.

Based on the description of the problem above, the researcher conducted a study to find out independent learning duration and whether independent learning can improve their listening skills. Apart from that, researcher also want to reveal whether there is a Correlation between independent learning duration and listening skills achievement. From the explanation above, the researcher is interested in researching the title "The Correlation Between the Independent Learning Duration and Listening Skills Achievement of Fourth Semester Students at the English Education Department at STAIN Majene".

B. Research Problem

Based on the description above, the research formulates the problem formulation as follows: Is there a correlation between independent learning

duration and listening skills achievement in fourth-semester students majoring in English at STAIN Majene?

C. Research Objectives

Based on the formulation of the problem above, this study aims to determine whether there is a correlation between independent learning duration and listening skills achievement in fourth-semester students majoring in English at STAIN Majene.

D. Research Significances

In this study, the researcher hopes to choose two benefits that can help readers or others who want to know the relationship between the duration of independent learning and the achievement of listening skills.

1. Theoretical

Theoretically, it can be used as a reference for future researchers and can motivate students that doing independent learning at home greatly influences listening and also as a source of information to increase knowledge about the independent learning duration and listening skills achievement.

2. Practical

This study will be input to English students, other researchers, and researchers:

- a. Students can obtain information about the duration of learning which may be relevant to the acquisition of students' listening skills

- b. As a reference or additional knowledge for prospective researchers who question the importance of independent learning and have a long learning duration.
- c. Researchers can learn more about the relationship between the duration of self-study and listening skill achievement. Moreover, researchers can also find out how to conduct quantitative research.

E. Research Scope

The scope of the researcher is limited by focusing only on the duration of student self-study and the achievement of listening skills at STAIN Majene. The research was conducted within a certain period of time and only focused on the English Education Study Program major four-semester students.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The first research was conducted by Adiarti (2018) with the title "The Correlation Between Students' Reading Interest and Students' Reading Comprehension Ability At the First Semester of the Eleventh Grade of SMA YP Unila Bandar Lampung in Academic Year of 2018/2019". Based on preliminary research at SMA YP Unila Bandar Lampung, it was found that students' reading comprehension scores were still low. The aim of this research is to determine whether there is a positive relationship between students' interest in reading and students' reading comprehension abilities at the beginning of the class XI semester of SMA YP Unila Bandar Lampung in the academic field in 2018/2019. In taking the research sample obtained through simple random sampling. The population of this study was taken from students of class XI SMAYP Unila Bandar Lampung. Researchers took 30 students from 133 populations. In collecting data, the researcher used a questionnaire to measure students' reading interest and test reading comprehension skills. Questionnaire trials were conducted to determine the validity and reliability. Then try reading comprehension Ability test is also carried out to determine the validity and reliability. After data on students' reading interest and reading comprehension abilities were collected, the data was calculated statistically, to determine the correlation between students' reading interest and reading comprehension abilities. From the data analysis, it can be seen that the results

of applying the correlation coefficient distribution are 0.59, meaning that there is a positive correlation between students' reading interest and students' reading comprehension in the first semester of class XI SMA YP Unila Bandar Lampung in the 2018/2019 academic year. From this study it is suggested that students have good reading skills with interest, to get good reading comprehension skills.

The second research was previously conducted by Faridah (2014) with the title "The Relationship Between Students Learning Style And Their Achievement in Listening Skill". The research was conducted by SMAN 01 Pamijahan Bogor. In analyzing the data and testing the hypothesis, the authors use the Contingency Coefficient (C) which has a close relationship with the Chi-square (χ^2) formula. Based on data analysis, $\chi^2 = 0.310$ is smaller than χ^2 table with a significance level of $0.05 = 5.591$ ($0.310 < 5.591$). This means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. The research results may indicate that there is no significant relationship between students and their achievement in listening skills.

The third related research was conducted by Hutapea et al. (2020) titled "The Correlation between EL's Students Listening Motivation with Listening Anxiety in Intermediate Listening Classes". This study aimed to test whether students' listening motivation correlated with their listening anxiety. A random sampling technique was used in this study. The results showed no relationship between listening motivation and anxiety ($r = -160$). The research above

explains no relationship between listening motivation and students' listening anxiety.

The fourth research was conducted by Miranti & Dwiastuty (2018), titled "The Correlation Between Students' Habit in Listening Songs and Students' English Listening Skills". The research was conducted at the senior high school of Trampil for twelve-grade students. The method used is a survey with correlation analysis. The result of this study is that there is a positive and meaningful correlation between students' listening habits and English listening skills. This is represented by the observed F value of 39.286 and a Sig of 0.000. The observed F value is greater than the F panel (> 3.25), and the Sig value is less than 0.05 (< 0.05). Based on this, the better the habits of listening to students' songs, the better the students' listening skills.

There are similarities between this research and the research conducted by Sari and Zamroni (2019), Hutapea et al. (2020), and Miranti & Dwiastuty (2018). These three studies also used the same research methods and variables. At the same time, the difference lies in the focus of the research. This research focuses on the correlation between independent learning and listening skills achievement. Whereas research conducted by Suwanto (2018) focuses on audiovisual learning models, Faridah (2014) focuses on students' learning styles and presentations in listening skills. Research by Hutapea et al. (2020) focuses on students' listening motivation and anxiety; the last research by Miranti & Dwiastuty focuses on students' listening habits in listening to songs and listening skills.

B. Some Pertinent Ideas

1. Independent Learning Duration

Independent learning commonly called autonomous learning is a learning concept introduced in Western countries. The concept of learning is basically given to students who have more responsibility so they can participate. Active in teaching and learning activities both inside and outside the classroom. Students are also expected to be able to share ideas about learning material, types of assignments, places to do learning and types of learning activities. In this case, teaching and learning activities in class will be focused on students and not on teachers (Agustina & Fajar, 2019).

Any learning activity that places independent learning as an important element in it will encourage the development of students to become lifelong learners. If a person is given many opportunities for independent learning, then that person also has the opportunity to develop the skills needed. However, this opportunity must of course be supported by the individual's willingness to carry out independent learning activities (Egel, 2009). Independent learning can also be understood as a form of awareness that arises from within a person with the desire to receive, manage, and relate information to other information.

Independent learning has become one of the challenges in teaching and learning English. In many learning contexts, students are now expected to take more responsibility for their own learning, set their learning goals,

identify their own needs, choose and decide how to use the material they have chosen, and ensure their own progress. Independent learning is a person's ability to engage in learning activities with a sense of responsibility and confidence in their actions. Thus, independent learning is a learning activity carried out by students with their own will and high self-confidence to complete their assignments (Budianto, 2007).

The concept of independent learning has a different attitude to each person. But of all the existing concepts, it combines six main principles in independent learning namely. 1. Students learn in their own way; 2. Students have a benchmark to control their own way of learning, where they can determine where, what, how and when. In this case, the responsibility is for students to determine the learning context, determine independent learning needs, identify resources, and determine the time and place of study; 3. Students can be encouraged to develop their own study plans; 4. The different needs of each student are recognized and constitute a response that can be used according to each student's specific needs; 5. Student learning is to some extent supported by resources and study guides prepared for that study purpose; 6. The role of the lecturer changes from a teacher or information distributor to a manager in the learning process (Gayathridayawasi, 2017)

Duration is the length of time a person performs a physical or non-physical activity. According to the online version of the Big Indonesian Dictionary (quoted from: <http://kbbi.web.id/durasi>, duration is the length of

time something lasts or a span of time. Duration is the time needed to carry out an activity. Duration is a measure of the time needed to complete a process, activity, or work and duration can also be calculated, for example seconds, minutes, and hours. Duration can also be needed to manage time and utilize time efficiently and effectively, such as learning duration is the time span or length of time someone studies or processes (Sari, 2019).

2. Listening Skill Achievement

a. Defenition of Listening Skill

Listening is a receptive skill that plays an important role in learning English because it is a basic form of conversation that is acquired in direct and indirect conversation. Before students can respond to the teacher during the teaching and learning process, students must first listen to find information and concepts. Listening also means understanding the direction, information, or ideas of the speaker. Listening has three benefits in language learning. First, examples of good and correct pronunciation of words can be given. Second, students can learn speed, accent, intonation, and stress. Third, it indirectly enables students to learn grammar. Listening is very important in face-to-face communication to understand and respond to the information that is explained and conveyed. Learning to listen requires two-way communication, not just one way, because it teaches listening skills. Listening skills are also important for learning because students obtain information and absorb knowledge through

listening. Therefore, verbal understanding becomes important, especially in oral and verbal communication. (Wahyuni & Inayati, 2022).

The first skill that students need to master is listening, which has been identified as the basis of the four core skills of language development. Listening is considered an important skill because learners use it for the first time when learning a language, especially spoken language. In addition, listening is used subconsciously in class more than any other skill. Listening is used more often than any other language skill; On average, we spend 9% of our time writing, 16% reading, 30% talking, and 45% listening. This statement proves that listening to high frequencies is suitable for classrooms. Therefore, students need to master important listening skills to support their learning. While listening, students try to absorb and translate the messages spoken in their heads. When students can get good messages, they have good communication. Then they can learn effectively (Wulandari et al., 2021).

Furthermore, it is stated that the term listening involves four activities, namely

- a) Sensing (receiving verbal and nonverbal messages),
- b) Interpret (understand the message),
- c) Evaluate (differentiate facts and opinions, then agree with the speaker or not), and

d) Responding (reacting to messages using verbal and nonverbal cues.

However, to be a good listener, these activities must be involved in the listening process).

b. Strategies for Listening

Listening strategies are techniques or activities that directly influence listening comprehension. Listening strategies can be classified based on how listeners process information. In addition, listening strategies are part of language learning strategies, namely techniques, processes, or activities that students consciously use to enhance learning, processing, and creation, as well as to create informational memories and language plans. To face difficulties in listening, every listener should be smart in choosing strategies to overcome these difficulties. Listening strategies are ways that make listening comprehension successful. Strategy is considered as a way in which students manage assignments or face some problems, learning can also be taught effective ways of managing and approaching their listeners (Hardiyanto, 2021)

One element of a listening strategy is managing different listening methods. For example, video segmentation is used in news, documentaries, plays, and comedy. This method allows us to choose the length of the video segments according to the student's ability level. First, watch the episode silently and discuss it together. Please encourage students to identify what should be included in the segment.

Then repeat the steps, this time out loud, and have students take appropriate notes. After the section, students can write a summary of the section. The importance of the strategy also makes students aware of more effective learning strategies and monitors and evaluates their listening process. This strategy helps students understand better. In this way, students can improve their listening skills. It has been proven that students often need help with listening. (Lewier & Nendissa, 2020).

Listening strategies can be classified into three main categories: cognitive, metacognitive, socio-affective strategies. This strategy can also help students improve their listening skills. The most important strategies are cognitive, metacognitive, and socio-affective listening strategies (Bao & Guan, 2019). The following is an explanation of each of the following strategies:

1. Cognitive strategy

This is a strategy used to understand language input and collect data. Sometimes students need to learn the meaning of words and try to guess the meaning from the context. This is one example of a cognitive strategy. Cognitive strategies are concerned with understanding and acquiring items in short-term or long-term memory to access them later. Understanding begins with the received data being analyzed at the organizational level of sound and word strings as a decoding process. Students use a problem-solving strategy to organize learning tasks and facilitate knowledge acquisition. Examples of cognitive strategies

include repetition to remember, summarizing, and stringing together the details revealed. There are two types of cognitive listening strategies:

The bottom-up strategy involves translating word for word, adjusting the speed of speaking, repeating spoken text, and drawing attention to text features. The bottom-up strategy is that text-based listeners rely on message language, which combines sounds, words, and grammar to create meaning. The bottom-up strategy includes: hearing specific details, recognizing related words, and recognizing word order patterns. Listeners must learn to use both processes to their advantage, depending on the purpose of listening. Bottom-up processing begins with low-level decoding of the speech system generated by an external source, such as incoming audio. Then it continues with interpreting the representation via working memory. This decoding requires advanced knowledge of the context and the world. The second is a top-down, guessing, interpreting, and visualizing strategy. Top-down processing explains that listening comprehension is achieved through processing that involves conjecture and inferences based on a hierarchy of facts, statements, and expectations using internal sources such as prior knowledge.

2. Metacognitive Strategy

In this strategy, the learner becomes aware while listening to the text carefully. The strategy is to learn how to plan, monitor, and evaluate the information gathered from the listening section. This is

done primarily as a pre-listening activity. Metacognition can be interpreted as "thinking alone" because students can recognize the right learning method in the right situation. Students may understand that they have difficulty finding connections between key concepts in a story. Students have used metacognition to complete a mission if taught to use a flowchart, such as a concept map, to identify key concepts and connect them with lines, similar to a spider's web. Students use metacognitive strategies with the following advantages:

- a. Students use learning strategies.
- b. Students learn faster and are good at integrating information.
- c. Students define themselves as persistent receivers and know how to handle all situations properly.
- d. Students have the confidence to get help from a partner, teacher, or family if students need it.
- e. They observe and evaluate why they are successful learners.
- f. They encounter a situation where an error occurs during a task.
- g. Strategies of students according to learning and adjustments made to changing circumstances.

Metacognitive strategies are also a type of self-learning. This includes screening, monitoring, selection, review, evaluation, etc. For example, for a metacognitive planning strategy, the learner will clarify the objectives of the pre-listening task and pay attention to certain aspects of the input language or situational details that support

understanding. In general, this can be discussed through pre-listening planning strategies, follow-up listening strategies, and post-listening evaluation strategies.

3. Social-affective strategy

Social-effective strategies are techniques listeners use to cooperate with others, test students' understanding, and reduce their fears. Affective strategies are important because the learning situation and students' psychosocial factors are closely related. There is a significant relationship between low anxiety and high listening skills, namely, using effective strategies to facilitate and improve listening skills. Of the four listening strategies, social and emotional strategies have the greatest impact on the learning context. Socio-emotional strategies include students' interactions with other speakers and their responses to learning. Social-emotional strategies require students to know how to reduce anxiety, feel confident about listening activities, and increase motivation to improve their listening skills.

This strategy can process, store, retrieve, and use the newly learned language. The three strategies above are indirect, namely focusing on students so that the teacher only acts as a facilitator, students have the opportunity to be more involved in learning, and they can make decisions. Students use many strategies to perform better than students who only use one strategy. In addition, using multiple strategies has a greater impact on learning outcomes. In other words,

there is a positive influence between using learning strategies and learning outcomes (Wahyuni & Inayati, 2022).

C. Hypothesis

The hypothesis is a temporary response to formulating research problems through interrogative sentences. The hypothesis put forward in this study is "There is a positive and significant relationship between the length of self-study and the achievement of listening skills for fourth-semester students majoring in English (Pujiarti, 2013)".

To find out whether there is a relationship between the two variables, the hypothesis formula is as follows:

H0: There is no correlation between independent learning duration and listening skill achievement

H1: There is a correlation between independent learning duration and listening skill achievement

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research used quantitative method. This research tends to be correlational because it studies between two variables. Variables are objects of study or what is considered in a study. This research was two independent and dependent variables, variable X is independent learning duration, and variable Y is listening skills achievement (Azizah H., 2014).

B. Research Place

This research was carried out at the Islamic College (STAIN Majane) at Jl. BLK, Totoli Majene Regency. The research was conduct this research at English Education Department.

C. Population and Sample

1. Population

The population of this research was 32 fourth-semester English students. This major only has one class. Therefore, the study population includes all fourth-semester English students.

2. Sample

Actually, the researcher took the entire population as the research sample, which consisted of 32 students. The process of taking the sample above used total sampling (Erniawati, 2019).

D. Research Variables

1. Independent learning duration

Independent learning duration is the period or period a person learns or self-study process. Independent learning duration in this study is the score obtained by students majoring in English in the 4th semester after completing a questionnaire. The duration of their independent study determines the choice they choose. They have a long learning duration or a short learning duration.

2. Achievement of students' listening skills

Achievement is what students have achieved in a subject or what skills they have mastered. In this study, the results of students' listening skills are the scores achieved after taking the listening course in the fourth semester (Faridah, 2014).

E. Data Collection Procedures

This data collection is very important in research because it affects the quality and results of the research.

1. Questionnaire

In this researcher was provided a questionnaire about the duration of independent learning. Collecting data through questionnaires very important to know and understand the answers of students majoring in English in the fourth semester of STAIN Majene regarding the duration of independent study by filling in answers to written questions which the researcher distributed to the entire sample.

The measurement scale used in this research is the Likert scale. Each answer to each instrument item using a Likert Scale has an order from positive to negative, which can be in the form of words including Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). This research was made in the form of a graded checklist or ranking from 1 to 4.

2. Documentation

Documentation is a way of collecting data through document analysis, whether in the form of images/photos, or written documents. In this research, this documentation is used to determine students' English learning scores in semester 4 as a basis for measuring learning outcomes (Sukmadinata, 2009)

F. Research Instruments

Independent learning can be understood as a form of awareness that arises from within a person with the desire to receive information, manage information and relate this information to other information. This research focuses on student independent learning, where independent learning for students is important to improve a skill. Before collecting data, the researcher designed a variable measurement tool through the concepts as follows:

Table 3.2. Skala Likert of Variabel (X) Independent Learning

STATEMENT	
Score	Category
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

Table 3.3. Variable (X) Independent Learning Instrument Grid

No	Variable	Indicator	item number	Amount
1	Learning Independence	self-confident	1, 2, 14, 15, 16	5
		Active in learning	10, 17, 18, 20	4
		Discipline in Learning	3, 5, 6, 9, 13,	5
		Responsibility in learning	4, 11, 12, 19	4

Munjiman (2006:8)

G. Instrument Validity and Reliability

1. Instrument Validity

According to Arikunto in Maula (2015), Validity is a measure indicating the degree of validity or the level of validity of something. An instrument is valid if it can accurately display variable research data.

The formula is as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Information:

R_{xy}	= Correlation
coefficient between x and y	
X	= Independent variable
Y	= Dependent variable
N	= number of
respondents	
$\sum X$	= Total Score X
$\sum Y$	= Total Score Y
$\sum XY$	= The number of multiplications between X and Y

In this research, the SPSS program tool was used.

The validity calculation that has been carried out will then be looked at for validity criteria, namely by looking at the sig value. if the sig value is smaller (<) than 0.05 then the questionnaire instrument is said to be valid, whereas if the sig value is greater (>) than 0.05 then the questionnaire instrument is declared invalid.

2. Reliability

Reliability refers to the understanding that the instrument is trustworthy and can be used as a tool for collecting data. The reliability test in this study uses the following formula:

$$\frac{2X r^{1/2} 1/2}{(1 + r^{1/2} 1/2)}$$

Information: rii = Reliabilitas instrument

$r^{1/2} 1/2$ = rxy, which is mentioned as a correlation index between the two parts of the instrument

H. Data Processing and Analysis Techniques

This research used quantitative data analysis techniques. To process and analyze the data obtained, descriptive statistical analysis was used. The data from the two variables that have been obtained will be described in the form of percentage, mean, median, mode, and frequency distribution. Norm calculations are carried out to see independent learning duration so that the level is known whether there is no correlation, weak, moderate, strong, or perfect. Calculation of norms can be found by first calculating the mean and standard deviation of the data. Here are some formulas used in data analysis:

1. Descriptive statistics

The data from the 2 variables that have been obtained will be described in the form of percentage, mean, median, mode, frequency distribution.

a. Percentage

The percentage formula used to calculate the percentage of research data is as follows:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = frequency

N = Number of Subjects/Samples

b. Categorization

The interval formula for the 4 questionnaire categories is as follows:

$$i = \frac{\text{Jarak Pengukuran (R)}}{\text{Jumlah Interval}}$$

Information:

i = Interval width

R = Measurement distance (highest – lowest value)

2. Correlation

In this research, product-moment correlation is used. The measurement scale is interval/ratio data, namely data on odd and even fourth-semester students' listening learning outcomes. The following is the Pearson product-moment correlation test formula:

Information:

r_{xy} = Pearson r variable correlation coefficient

N = Number of samples

X = Independent variable

Y = Dependent variable

CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. Descriptive Data

This research contains two variables, namely the independent learning duration (variable X) and listening skill achievement (variable Y). For the variable independent learning duration, the data obtained by researchers from distributing questionnaires in the form of statements using a Likert scale of 32.

a. Duration of independent learning (variable X)

In this study, researchers will apply the results of research related to the independent learning duration to listening skill achievement. Questionnaire answers from 32 samples of fourth-semester students with 20 statement items.

The following is a table detailing the percentages obtained through the results of the questionnaire that has been distributed, each statement is presented in the form of a table containing one question item.

Table 4.1. "I feel optimistic when learning to listen"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	9	28.1	28.1	28.1
Agree	21	65.6	65.6	93.8
Strongly agree	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Based on table 4.1, 9 respondents answered strongly disagree with a percentage of 28.1%, 21 people answered agree with a percentage of 65.6%, and 2 people answered strongly agree with a percentage of 6.2%.

Table 4.2. "I always believe in myself whenever I study listening material"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	28.1	28.1	28.1
Disagree	19	59.4	59.4	87.5
Agree	4	12.5	12.5	100.0
Total	32	100.0	100.0	

Based on table 4.2, 9 respondents answered strongly disagree with a percentage of 28.1%, 19 people answered disagree with a percentage of 59.4%, and 4 people answered agree with a percentage of 12.5%.

Table 4.3. "Staying up late at night because of studying/practicing listening"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	15.6	15.6	15.6
Disagree	16	50.0	50.0	65.6
Agree	10	31.2	31.2	96.9
Strongly Agree	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on table 4.3, 5 respondents answered strongly disagree with a percentage of 15.6%, 16 people answered disagree with a percentage of 50.0%, and 10 people answered agree with a percentage of 31.2%.

Table 4.4. "I don't have time to repeat the listening lesson that was explained previously"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Disagree	10	31.2	31.2	40.6
Agree	17	53.1	53.1	93.8
Strongly Agree	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Based on table 4.4, 3 respondents answered strongly disagree with a percentage of 9.4%, 10 people answered disagree with a percentage of 31.2%, 17 people answered agree with a percentage 53.1%, and 2 people answered strongly agree with a percentage of 6.2%.

Table 4.5. "I am studying/practicing listening when there is a listening test tomorrow,"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	12	37.5	37.5	37.5
Agree	19	59.4	59.4	96.9
Strongly Agree	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on table 4.5, 12 respondents answered disagree with a percentage of 37.5%, 19 people answered agree with a percentage of 59.4%, and 1 person answered strongly agree with a percentage of 3.1 %.

Table 4.6. "I spend 2-3 hours learning to listen whenever I have free time"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Disagree	20	62.5	62.5	71.9
Agree	8	25.0	25.0	96.9
Strongly Agree	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on table 4.6, 3 respondents who answered strongly disagree with a percentage of 9.4%, 20 people answered disagree with a percentage of 62.5%, 8 people answered agree with a percentage 25.0%, and 1 person answered strongly in agreement with a percentage of 3.1%.

Table 4.7. "I learn listening on campus, I also study/practice listening at home"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.2	6.2	6.2
	Disagree	6	18.8	18.8	25.0
	Agree	22	68.8	68.8	93.8
	Strongly Agree	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Based on table 4.9, 2 respondents who answered strongly disagree with a percentage of 6.2%, 6 people answered disagree with a percentage of 18.8%, 22 people answered agree with a percentage 68.8%, and 2 people answered very strongly in agreement with a percentage of 6.2%.

Table 4.8. "I am not interested in studying listening at home"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	9.4	9.4	9.4
	Disagree	8	25.0	25.0	34.4
	Agree	20	62.5	62.5	96.9
	Strongly Agree	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on table 4.8, 3 respondents answered strongly disagree with a percentage of 9.4%, 8 people answered disagree with a percentage of 25.0%, 20 people answered agree with a percentage of 62.5%, and answered very disapprovingly. 1 person agrees with a percentage of 3.1%.

Table 4.9. "I continue to try to study for a long time in practicing my listening"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	9.4	9.4	9.4
	Disagree	19	59.4	59.4	68.8
	Agree	8	25.0	25.0	93.8
	Strongly Agree	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Based on table 4.9, 3 respondents answered strongly disagree with a percentage of 9.4%, 19 people answered disagree with a percentage of 59.4%, 8 people answered agree with a percentage 25.0%, and 2 people answered strongly agree with a percentage of 6.2%.

Table 4.10. "I use my time learning to listen well"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Disagree	12	37.5	37.5	40.6
	Agree	18	56.2	56.2	96.9
	Strongly Agree	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Based on table 4.10, 1 person answered strongly disagree with a percentage of 3.1%, 12 people answered disagree with a percentage of 37.5%, 18 people answered agree with a percentage of 56.2%, and answered strongly 1 person agrees with a percentage of 3.1%.

Table 4.11. "I have a listening study schedule with a study duration of 2-3 hours"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.1	3.1	3.1
Disagree	26	81.2	81.2	84.4
Agree	4	12.5	12.5	96.9
Strongly Agree	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on Table 4.11, 1 person answered strongly disagree with a percentage of 3.1%, 26 people answered disagree with a percentage of 81.2%, 4 people answered agree with a percentage 12.5%, and 1 person answered strongly agree with a percentage of 3.1%.

Table 4.12. "I am sure that I will find a solution when I have difficulty learning to listen by having a listening learning schedule"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	9	28.1	28.1	28.1
Agree	19	59.4	59.4	87.5
Strongly Agree	4	12.5	12.5	100.0
Total	32	100.0	100.0	

Based on table 4.12, 9 respondents answered disagree with a percentage of 28.1%, 19 people answered agree with a percentage of 59.4%, and 4 people answered strongly agree with a percentage of 12.5%.

Table 4.13. "Every time I learn listening, I take it seriously"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	12.5	12.5	12.5
Agree	21	65.6	65.6	78.1
Strongly Agree	7	21.9	21.9	100.0
Total	32	100.0	100.0	

Based on the table of 4.13, 4 respondents answered disagree with a percentage of 12.5%, 21 people answered agree with a percentage of 65.6%, and 7 people answered strongly agree with a percentage of 21.9%.

Table 4.14. "I try to understand listening lessons even though it is difficult"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	20	62.5	62.5	62.5
Strongly Agree	12	37.5	37.5	100.0
Total	32	100.0	100.0	

Based on table 4.14, 20 respondents answered agree with a percentage of 62.5%, and 12 people answered strongly agree with a percentage of 37.5%.

Table 4.15. "I am sure that if I study listening for a long time then I will get good grades"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	11	34.4	34.4	34.4
Agree	13	40.6	40.6	75.0
Strongly Agree	8	25.0	25.0	100.0
Total	32	100.0	100.0	

Based on table 4.15, 11 respondents answered disagree with a percentage of 34.4%, 13 people answered agree with a percentage of 40.6%, and 8 people answered strongly agree with a percentage of 25.0%.

Table 4.16. "I feel happy if I learn to listen with a long learning duration"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Disagree	18	56.2	56.2	65.6
Agree	10	31.2	31.2	96.9
Strongly Agree	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on table 4.16, 3 respondents answered strongly disagree with a percentage of 9.4%, 18 people answered disagree with a percentage of 56.2%, 10 people answered agree with a percentage of 31.2 %, and 1 person answered strongly agree with a percentage of 3.1%.

Table 4.17. "I always practice my listening at home with enthusiasm"

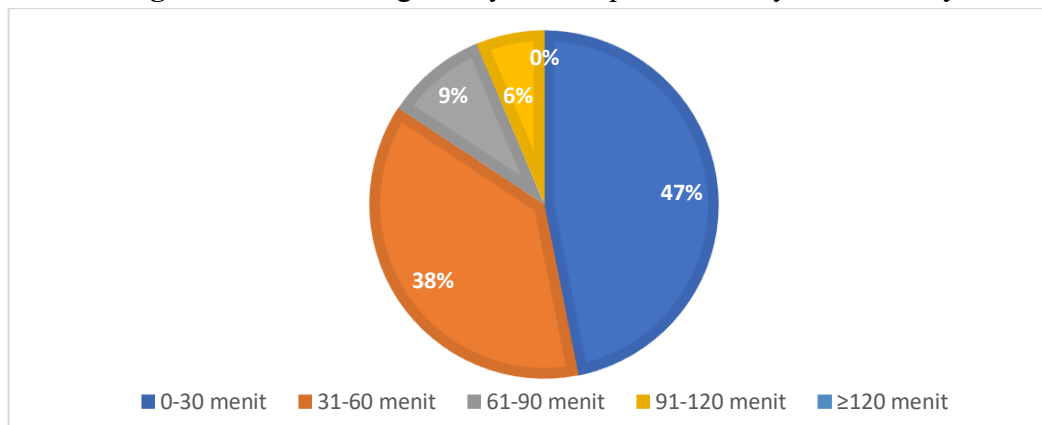
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Disagree	13	40.6	40.6	50.0
Agree	14	43.8	43.8	93.8
Strongly Agree	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Based on table 4.17, 3 respondents answered strongly disagree with a percentage of 9.4%, 13 people answered disagree with a percentage of 40.6%, 14 people answered agree with a percentage of 43.8%, and 2 people answered strongly agree with a percentage of 6.2%.

Table 4.18. "I train myself by doing listening assignments at home"

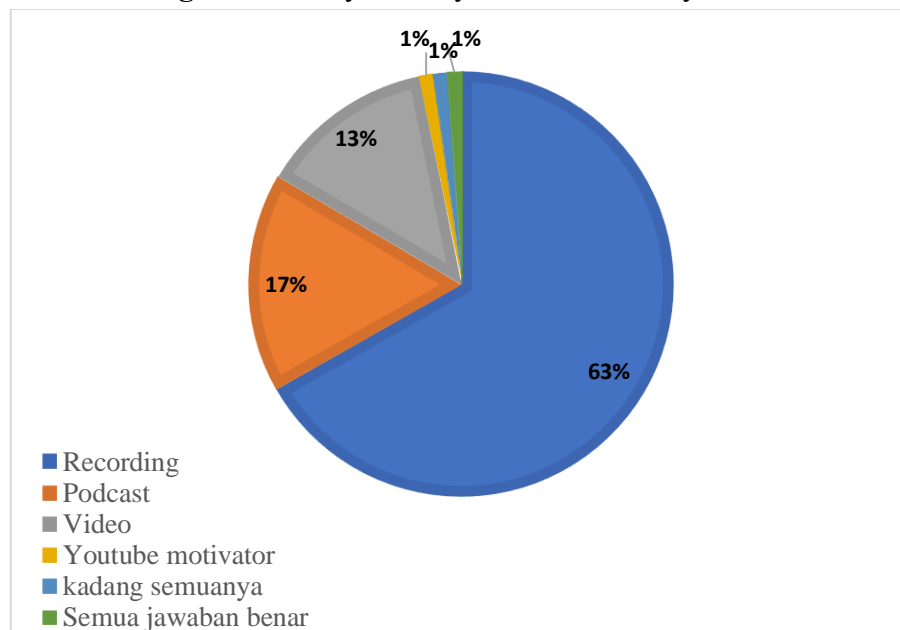
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.2	6.2	6.2
Disagree	10	31.2	31.2	37.5
Agree	16	50.0	50.0	87.5
Strongly Agree	4	12.5	12.5	100.0
Total	32	100.0	100.0	

Based on table 4.18, 2 respondents answered strongly disagree with a percentage of 6.2%, 10 people answered disagree with a percentage of 31.2%, 16 people answered agree with a percentage of 50.0%, and 4 people answered strongly agree with a percentage of 12.5%.

Diagram 4.1. How long does your independent study take in a day?

Based on diagram 4.1, 15 respondents answered 0 – 30 minutes with a percentage of 47%, 12 people answered 31 – 60 minutes with a percentage of 38%, 3 people answered 61 – 90 minutes with a percentage of 9%, answered 91 – 120 minutes as many 2 people with a percentage of 6%, and those who answered ≥ 120 minutes were none with a percentage of 0%. So the results of the diagram show that the duration of student study a day is brought to 60 minutes, which shows that the duration of student study is still very low.

Diagram 4.2. If you study, what media do you use?



Based on diagram 4.2. 20 respondents answered recordings with a percentage of 63%, 4 people answered videos with a percentage of 13%, 5 people answered podcasts with a percentage of 17%, 1 person answered others such as YouTube motivation with a percentage of 1%, answered sometimes everything was 1 people with a percentage of 1% and answered all the correct answers as much as 1 person with a percentage of 1%. So the result of the statement above is that the media that is often used for students' independent learning is recording media.

The researchers obtained this data from the results of distributing the Independent Learning questionnaire which consisted of 20 statements from 32 respondents. The following is a table summarizing the results of descriptive analysis.

Table 4.21. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	32	36	53	44.63	4.521
Valid N (listwise)	32				

The results of the study showed that the score of the independent learning duration variable was between 36 and 53, and the standard deviation was 4.521. The results showed that the independent learning duration variable had a score between 36 and 53 and a standard deviation of 4.521. The number of interval classes was determined by the formula $K = 1 + 3.3 \log 32$, the result was 5.95 rounded to 6. The data range $(53 - 36) = 18$, while the class length was obtained from the range divided by the number $(18/6 = 3)$ rounded to 3. Based on the results of the calculations that have been done, a frequency distribution table can be made as follows:

Table 4.22
Category of Percentage of Independent Learning Duration

Interval Skor	Frekuensi	Percent	Average Independent Learning Duration
36 – 38	3	9%	44,58
39 – 41	6	19%	
42 – 44	7	22%	
45 – 47	8	25%	
48 – 50	3	9%	
51 – 53	5	16%	

Based on the results of the frequency distribution attached above, it is known that the total score obtained by each respondent with a value of 36,37,38,39,40,43,45,50,52,53 has a frequency of 1, a value of 49 has a frequency of 2, a value of 42,44,51 has a frequency of 3, a value of 41 has a frequency of 4, 46 has a frequency of 7.

Based on the table above, the percentage of students who have a learning interest score between 36-38 is 9%, 19% have a learning interest score between 39-41, 22% have a learning interest score between 42-44, a learning interest score between 45-47 is 25%. a score between 48-50 is 9%, and a score between 51-53 is 16%. From these figures, an average (mean) of 44.58 is obtained with a standard deviation of 4.521.

a) Data on student learning outcomes in the Listening course (Variable Y)

To find out student learning outcomes in the Listening course for semester 4 students at STAIN Majene, the author took documentation of the final grades for semester 4 of Tadris English students, which is a report on the even semester grades for Listening learning outcomes. The following are the semester scores of 32 STAIN Majene students.

Table 4.23
Data of Learning Outcomes Students
Fourth-semester

No	Name	Learning Outcomes
1	AS	80
2	DRA	80
3	NM	80
4	NRA	80
5	RS	80

6	S	80
7	SY	80
8	AA	85
9	N	80
10	AG	82
11	MF	80
12	HA	80
13	NU	90
14	FM	90
15	MZ	80
16	FF	88
17	A	90
18	NA	85
19	TML	82
20	RA	80
21	SYA	80
22	FBJ	90
23	NUA	80
24	RR	90
25	SA	90
26	MRA	98
27	SFMNA	0
28	NHH	86
29	SE	80
30	R	90
31	F	90
32	NS	80
Total		2606

Learning outcome data was obtained from students' daily test scores in English subjects. Based on data analysis and description using the SPSS 16

program, a mean of 81.43 was obtained; and a standard deviation of 4.521. The number of interval classes is determined using the formula $K=1+ 3.3 \log 32$, the result is 5.96 rounded to 6. Data range $(98 - 80) = 18$, while the class length is obtained from the range divided by the number $(18/6= 3)$.

Based on the results of the calculations that have been carried out, a frequency distribution table can be created as follows:

Table 4.24

Interval Skor	Frekuensi	Persentase	Rata-rata Learning Outcome
80 – 83	18	56%	81.43
84 – 86	2	6%	
87 – 89	2	6%	
90 – 93	8	25%	
94 – 96	0	0%	
97 – 99	1	3%	

Based on the table above, the percentage of students who have a learning outcome score between 80-83 is 56%, who has a score between 84-86 is 6%, who has a score between 87-89 is 6%, who has a score between 90-93 is 25 %, which has a value between 94-96 is 0%. a score between 97 -99 is 9%. From these figures, an average (mean) of 81.43 is obtained with a standard deviation of 4.521. Median 88 and mode 80.

The following table shows the mean value and standard deviation of each research variable. The average score is a score that is generally used to measure the midpoint. The average is obtained by adding up the scores and dividing the sum by the number of individuals. Meanwhile, standard deviation is a score used as a measure of variability. Standard deviation uses the distribution mean as a

starting point and measures the distance between the score and the mean. The following is the mean score and standard deviation for each variable:

Table 4.25. Descriptive statistic of research variable

Descriptive Statistics			
	N	Mean	Std. Deviation
Independent Learning Duration	32	44.63	4.521
Learnig Outcomes	32	81.44	15.674
Valid N (listwise)	32		

Descriptive statistics are used to interpret the average level of learning interest and learning outcomes. Based on the table above, scores were obtained from 32 respondents with valid data showing that:

- a. For variable (X) the duration of independent learning obtained an average or mean of 47.31 and a standard deviation of interest in learning of 4,521
- b. For the variable (Y) the average or mean is 81.44 and the standard deviation of learning outcomes is 15.674. So the learning results will range between $81.44 \pm 15,674$.

2. Prerequisite analysis test

a. Normality Test

The data normality test is used to determine whether the data obtained from the research results is normally distributed or not. In this case the researcher used the one-sample Kolmogorov-Smirnov test formula. The test criteria show that

1. if the sig value is > 0.05 then the data is declared to be normally distributed
2. if the sig value is < 0.05 then the data is declared not to be normally distributed. Following are the results of the normality test.

Table 4.26. One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	14.84770521
Most Extreme Differences	Absolute	.231
	Positive	.146
	Negative	-.231
Test Statistic		.231
Asymp. Sig. (2-tailed)		.000 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The table above explains the results of the normality test using the Kolmogorov Smirnov Test on confounding variables or residuals from the relationship between the duration of independent study and listening skill achievement for fourth-semester students majoring in English education, a p-value of 0.000 was obtained. Because the p-value is greater than 0.05, the confounding variable or remainder of the correlation between the independent learning duration and listening skill achievement of the fourth semester in the English education study program at STAIN Majene is said to be normally distributed.

Based on the results of the normality test, it is known that the sig value is $0.000 > 0.05$, so it can be concluded that the independent learning duration

variable (variable X) and the learning outcome variable (variable Y) are normally distributed.

b. Linearity Test

The linearity test is used to determine whether the independent learning duration variable and the listening learning outcome variable have a linear relationship or not. This data was obtained using SPSS with the condition that if the sig value is > 0.05 then the relationship is confirmed to be linear. Following are the results of the linearity test for the two variables.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Independent Learning Duration* Learning Outcomes	Between Groups	(Combined)	162.563	7	23.223	1.184	.349
		Linearity	65.030	1	65.030	3.314	.081
		Deviation from Linearity	97.532	6	16.255	.828	.560
	Within Groups		470.938	24	19.622		
	Total		633.500	31			

Based on the results of the linearity test for the two variables in the table above, a sig value (deviation from linearity) of $0.560 > 0.05$ was obtained, so it can be concluded that the independent variable (independent learning duration) and the dependent variable (learning outcomes) were declared linear.

c. Hypothesis Test

Hypothesis analysis is a continuation of preliminary analysis. This analysis aims to determine the truth of the hypothesis that has been proposed and to determine the correlation between the independent

learning duration and the listening skill achievement of fourth-semester students in the English Education Study Program at STAIN Majene. The results of the hypothesis test analysis indicate whether or not the researcher's proposal is accepted.

The data presented in this research was obtained through questionnaires and documentation. The collected data is then processed through quantitative tests using statistical formulas using the Statistical Product Standard Solution (SPSS) program. The research results aim to determine the relationship between independent learning duration and listening skill achievement of fourth-semester students in the English education Study Program at STAIN Majene.

Hypothesis testing is carried out using SPSS 20 then looking for the correlation value between variables X and Y with N=32 with significant level (α) = 0.05 or 5% with the assumption that if the correlation coefficient value r calculated $\geq r$ table then the hypothesis (H_a) is rejected and H_o is accepted

Table 4.28. Correlations			
		X	Y
Independent Learning Duration	Pearson Correlation	1	-.320
	Sig. (2-tailed)		.074
	N	32	32
Learning Duration	Pearson Correlation	-.320	1
	Sig. (2-tailed)	.074	
	N	32	32

Based on the correlation above which is processed using product moment analysis with the help of SPSS 20, re-testing is also used in

Microsoft Excel software, the correlation coefficient value (r_h) is 0.320 which is included in the person correlation value of 0.21 - 0.40, so it can be concluded that the level of strength of the correlation between independent learning duration and listening skill achievement has a "weak" correlation level if to connect r_h with r_t at a significance level of 5% as follows

- 1) If the calculated r value is greater than the r table then the hypothesis is accepted and the results obtained are significant
- 2) If the calculated r value is smaller than the r table then the hypothesis is rejected and the results obtained are non-significant.

Table 4.29 Value of r Product Moment at (N 32)

N	Taraf Signifikan (5%)
32	0,349

From the results obtained from the correlation coefficient analysis above, when paired with the r table the results are declared not significant because the correlation coefficient calculation produces a calculated r that is smaller than the r table with a significance level of 5% and the resulting correlation coefficient figure is 0.320.

Meanwhile, the 5% significance level is 0.349, so it can be interpreted that the r count hypothesis is not significant between the duration of independent learning and the achievement of listening skills.

Table 4.30. Correlation Degree Guidelines

PEDOMAN DERAJAT HUBUNGAN
Nilai person correlation 0,00 s/d 0,20 = Tidak Ada Korelasi
Nilai person correlation 0,21 s/d 0,40 = Korelasi Lemah
Nilai person correlation 0,41 s/d 0,60 = Korelasi Sedang
Nilai person correlation 0,61 s/d 0,80 = Korelasi Kuat
Nilai person correlation 0,81 s/d 1,00 = Korelasi Sempurna

It can be seen from the table above that the correlation value of 0.331 shows that independent learning duration is related to the listening skill achievement of fourth-semester students at STAIN Majene.

3. Advanced analysis

From the research, the t table of $N = 32$ is 0.349 and the t count is 0.331 with a total of 32 students as respondents. This shows that there is a correlation between independent learning duration and students' listening skill achievement $t_{count} < t_{table}$. To find out whether the proposed hypothesis is accepted or rejected, a 5% significance level test is used. A significant level of 5% of respondents totaling $N=32$ obtained r_h of 0.349 while data obtained r_h of 0.331, with the condition that $df = N - 1$ (31), then $r_h = 0.349$ and $r_t = 0.331$ so that $(0.331 < 0.349)$ thus the calculated r is more than r table. The research results show that there is an insignificant correlation between the two research variables. So it can be concluded that H_1 is accepted, which means there is a relationship between the independent learning duration and listening skill achievement.

B. Discussion

The first discussion is about independent learning duration, or what is usually called autonomous learning, a learning concept that was introduced in Western countries. In this case, teaching and learning activities in the classroom will focus on the students and not the teacher (Agustina & Fajar, 2019). Independent learning is a person's ability to carry out learning activities with a sense of responsibility and confidence in their actions. Thus, independent learning is a learning activity carried out by students with their own will and high self-confidence to complete their assignments (Budianto, 2007). Duration is the length of time a person spends performing a physical or non-physical activity.

Duration is the amount of time needed to carry out an activity. Duration is a measure of the time needed to complete a process, activity, or job, and duration can also be calculated, for example, in seconds, minutes, or hours (Sari 2019). Duration is the time needed to carry out an activity, while independent learning is a learning activity carried out by students with their own will and high self-confidence to complete the task, so it can be concluded that learning duration is the length of time a person carries out learning independently or personally.

Every child or student actually has different study habits; some study for a long duration, and some study for a short duration. In order to achieve good academic achievement, students must increase the duration of their study so they can understand the material more deeply. Based on the research results that I obtained, it can be concluded that the learning duration of TBI students is

relatively weak. This can be seen from the results of the questionnaire that has been distributed. The results found that the duration of study for TBI students is only around 0–30 minutes a day.

The second discussion is about listening skills. Achievement is a receptive skill that plays an important role in learning English because it is a basic form of conversation that is obtained in direct and indirect conversation. Listening is very important in face-to-face communication to understand and respond to the information being explained and conveyed. Learning to listen requires two-way communication, not just one-way, because it teaches listening skills (Wahyuni & Inayati, 2022). Listening skills are a very important skill for students to master because if they want to talk to someone who speaks English (Arif, 2021), listening skills are the key to conveying messages effectively. Because listening skills are also the first skills a child acquires before he learns to read and must be mastered before he learns a foreign language, However, most students find listening difficult because it requires concentration and a lot of vocabulary. Difficulties include the inability to understand words and sentences from native speakers (Ayuningtyas, 2019).

The result is a correlation between the duration of independent learning and listening skill achievement. Based on the results of calculating the product moment-Pearson correlation between the independent learning duration variable and the learning outcomes of students in the fourth semester of the English Education Department at STAIN Majene, the r_{count} was 0.331 and the r_{table} was $N = 32$. 0.349, or $r_{count} < r_{table}$. These results show that H_0 is

rejected and H1 is accepted. This shows that there is a correlation, but it is not significant for fourth-semester students at STAIN Majene. These findings indicate that there is an insignificant correlation between independent learning duration and the listening learning outcomes of fourth-semester STAIN Majene students. This finding contradicts and rejects the theory that the duration of independent learning influences listening learning outcomes. From the data found by researchers, it was concluded that the duration of independent learning is not the only factor that influences listening learning outcomes. There are several factors that influence learning outcomes, such as motivation, talent, cognitive abilities, interests, and others.

So it can be concluded that learning outcomes are the abilities or competencies possessed by students both in the cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects after following the learning process. With learning outcomes, it can be seen how successful students are in the learning process that has been implemented. Many factors influence learning outcomes, one of which is the environment. The environment can influence aspects of education. There are also several factors that influence the listening process, such as listener factors, background knowledge, speaking style, and visual input (Norflee, 2014). These factors have a dominant influence on listening and learning outcomes. This research is also new because no previous researchers have studied the same thing. However, in similar studies, all said there was a significant correlation. This finding

occurred because there were several differences between the two, starting with the independent variables studied.

Based on the explanation above regarding the correlation between independent learning duration and listening skill achievement, it can be concluded that there is a correlation between independent learning duration and listening skill achievement. The correlation coefficient (r_h) value is 0.331, which is included in the person correlation value of 0.21 - 0.40, so It can be concluded that the level of strength of the relationship between study duration and listening skill achievement has a "weak" level of relationship. This can happen because independent learning duration for TBI students is still very low, only around 30 minutes a day, which means students should have a longer study duration to get results. Their learning also increases. The higher the duration of study, the higher the learning outcomes that students can achieve, for example from previously studying 30 minutes to 60 minutes every day. Study duration is a time span or process. In Indonesia itself, there are still many study durations that do not suit needs (Ihvan, 2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results presented in the discussion, it can be concluded as follows:

The level of independent learning duration with the highest intensity is in the "good" category with a percentage of 54% of N= 32 and based on the calculated mean, the average obtained is 44.58 (rounded to 44), meaning that there are 32 respondents who have studied independent. level of independent learning duration based on learning duration interval data. Therefore, the duration of independent study for fourth-semester English students is said to be "good". In terms of independent learning duration students in the fourth semester of the English language education study program are classified as very good. This is proven by student learning outcomes obtained from the value of the student's Siakad card. The total listening learning score of 2606 was then calculated using descriptive percentage analysis. The result of 81% is in the very good category because it is in the range of 75% - 100%, so it can be concluded that the independent learning duration for students in the fourth semester of the English language education study program is in the very good category. Based on the results of research conducted from 5 October 2023 - 5 November 2023 with research results rtable from N= 35 of 0.349 and obtained rcount of 0.320 with a total of 32 respondents. This shows that there is a correlation but it is not significant between the independent learning duration

and the listening learning outcomes of students in the fourth semester of English education because $r_{count} < r_{table}$. Furthermore, the significant value obtained from the SPSS 20 column is $0.320 < 0.349$ so it can be concluded that there is an insignificant correlation between the independent learning duration and the listening learning outcomes of fourth-semester English students.

B. Suggestion

1. For Students: The results of this research can later be used as a reference for students so that they know the extent of the relationship between the duration of independent study and listening skill achievement or listening learning outcomes.
2. For the author: With the title of this research, the author hopes that readers can understand "Correlation between independent learning duration and listening skill achievement or learning outcomes from listening". This research provides information that the independent learning duration variable does not have a significant correlation with the listening learning outcomes of fourth-semester students English Education Study Program at STAIN Majene. The author realizes that in writing this thesis there were many errors and shortcomings. So the author hopes that readers can provide input to the author to improve the author's writing.
3. For further researchers: The results of research on the Correlation between independent learning duration and listening skill achievement

show that the correlation is weak because the duration of students' independent study in a day is less than 60 minutes, therefore it is necessary for further research to be studied so that future readers can find out more extensive information about the variables that influence listening skill achievement.

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APPENDICES

Appendix 1. Research Permit



PEMERINTAH KABUPATEN MAJENE
 DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
 (DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN
 Nomor : 503/IP/DPM-PTSP/MM/X/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/518/X/2023 Tanggal 05 Oktober 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a	: NURANNISA
Pekerjaan	: Mahasiswi
N I M	: 10156119032
Program Study/Jurusan	: S1 Tadris Bahasa Inggris
Universitas	: STAIN Majene
Alamat	: Dusun Saleppa Desa Bababulo Utara Kec. Pamboang Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE CORRELATION BETWEEN INDEPENDENT LEARNING AND LISTENING SKILL ACHIEVEMENT OF THE FOUR-SEMESTER STUDENT AT ENGLISH EDUCATION DEPARTMENT IN STAIN MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 13-10-2023
 Kepala Dinas



Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
 Pangkat, Pembina Utama Muda
 Nip. 196809281992032011

Appendix 2. Validity Test

UJI VALIDITY AND RELIABILITY

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	88.63	42.309	.537	.661
X1.2	88.57	44.185	.287	.660
X1.3	88.53	45.982	.047	.699
X1.4	88.53	44.671	.382	.678
X1.5	89.77	46.392	.009	.702
X1.6	88.93	43.995	.419	.674
X1.7	88.77	43.909	.451	.673
X1.8	89.10	41.187	.568	.653
X1.9	88.57	43.220	.801	.666
X1.10	88.67	44.181	.454	.674
X1.11	88.73	44.271	.344	.678
X1.12	89.20	45.476	.098	.695
X1.13	88.70	42.789	.575	.663
X1.14	89.13	43.844	.509	.671
Total_X	35.77	12.323	.955	.643

Statemen Number	Pearson Correlation	Significance Value (5%)	Validity
Statement 1	0,569	0,361	Valid
Statement 2	0,344	0,361	Valid
Statement 3	0,175	0,361	No Valid
Statement 4	0,429	0,361	Valid
Statement 5	0,131	0,361	No Valid
Statement 6	0,419	0,361	Valid
Statement 7	0,471	0,361	Valid

Statement 8	0,634	0,361	Valid
Statement 9	0,636	0,361	Valid
Statement 10	0,493	0,361	Valid
Statement 11	0,392	0,361	Valid
Statement 12	0,188	0,361	No Valid
Statement 13	0,652	0,361	Valid
Statement 14	0,535	0,361	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.691	15

Instrument Validity test Result 1

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	68.63	42.309	.537	.661
X1.2	68.57	44.185	.287	.660
X1.3	68.53	45.982	.047	.699
X1.4	68.53	44.671	.382	.678
X1.5	69.77	46.392	.009	.702
X1.6	68.93	43.995	.419	.674
X1.7	68.77	43.909	.451	.673
X1.8	69.10	41.197	.598	.653
X1.9	68.57	43.220	.601	.666
X1.10	68.67	44.161	.454	.674
X1.11	68.73	44.271	.344	.678
X1.12	69.20	45.476	.099	.695
X1.13	68.70	42.769	.575	.663
X1.14	69.13	43.844	.509	.671
Total X	35.77	12.323	.955	.643

Statemen Number	Pearson Correlation	Significance Value (5%)	Validity
Statement 1	0,569	0,361	Valid
Statement 2	0,344	0,361	Valid
Statement 3	0,175	0,361	Not Valid
Statement 4	0,429	0,361	Valid
Statement 5	0,131	0,361	Not Valid
Statement 6	0,419	0,361	Valid
Statement 7	0,471	0,361	Valid

Statement 8	0,634	0,361	Valid
Statement 9	0,636	0,361	Valid
Statement 10	0,493	0,361	Valid
Statement 11	0,392	0,361	Valid
Statement 12	0,188	0,361	Not Valid
Statement 13	0,652	0,361	Valid
Statement 14	0,535	0,361	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.691	15

Instrument Validity test Result 2

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	22.40	4.386	.224	.223
X2	22.77	4.806	-.012	.344
X3	22.40	4.731	.081	.290
X4	22.97	5.964	-.338	.528
X5	22.00	4.207	.271	.195
X6	22.27	3.789	.388	.114
X7	23.03	4.240	.216	.219
X8	22.93	4.340	.209	.226
X9	22.43	4.392	.250	.215

Statemen Number	Pearson Correlation	Significance Value (5%)	Validity
Statement 1	0,460	0,361	Valid

Statement 2	0,301	0,361	Not Valid
Statement 3	0,332	0,361	Not Valid
Statement 4	0,004	0,361	Not Valid
Statement 5	0,512	0,361	Valid
Statement 6	0,625	0,361	Valid
Statement 7	0,485	0,361	Valid
Statement 8	0,463	0,361	Valid
Statement 9	0,469	0,361	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.300	9

Instrument Validity test Result.3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	22.80	10.662	.144	.701
X2	23.60	10.524	.316	.661
X3	23.37	10.516	.364	.655
X4	23.30	8.769	.480	.606
X5	23.23	9.633	.497	.616
Total X	12.90	2.990	1.000	.301

Statement Number	Pearson Correlation	Significance Value (5%)	Validity
Statement 1	0,356	0,361	Not Valid
Statement 2	0,456	0,361	Valid
Statement 3	0,487	0,361	Valid
Statement 4	0,660	0,361	Valid
Statement 5	0,628	0,361	Valid

Instrument Reliability test Result.3

Reliability Statistics

Cronbach's Alpha	N of Items
.301	5

Appendix 3. Questionnaire
INSTRUMENT PENELITIAN KUESIONER

Petunjuk Pengisian :

1. Pilihlah salah satu jawaban yang paling sesuai menurut anda.
2. Berilah tanda (✓) pada kolom yang tersedia sesuai dengan diri sendiri.

Keterangan:

SS : Sangat setuju
 S : Setuju
 TS : Tidak setuju
 STS : Sangat tidak setuju

No	Pernyataan	SS	S	TS	STS
1	Saya merasa optimis saat belajar listening				
2	Saya selalu yakin kepada diri sendiri setiap mempelajari materi listening				
3	Begadang hingga larut malam karena belajar/latihan listening				
4	Saya tidak ada waktu untuk mengulangi pelajaran listening yang sudah di jelaskan sebelumnya				
5	Saya belajar/latihan listening pada saat ada ujian listening besok				
6	Saya menyempatkan waktu 2-3 jam untuk belajar listening setiap ada waktu luang				
7	Selain belajar listening dikampus, saya juga belajar/latihan listening dirumah				

	Pernyataan	SS	S	ST	STS
8	Saya kurang tertarik untuk mempelajari listening dirumah				
9	Saya terus berusaha untuk belajar dengan durasi yang lama dalam melatih listening saya				
10	Saya menggunakan waktu belajar listening dengan baik				
11	Saya mempunyai jadwal belajar listening dengan durasi belajar 2-3 jam lamanya.				
12	Saya yakin menemukan solusi ketika kesulitan belajar listening				
13	Setiap ada pembelajaran listening, saya mengikuti dengan serius				
14	Saya berusaha memahami pelajaran listening meskipun suli				
15	Saya yakin jika belajar listening dengan durasi yang lama maka saya akan mendapatkan nilai yang bagus.				
16	Saya merasa senang jika belajar listening dengan durasi belajar yang cukup lama				
17	Saya selalu melatih listening saya dirumah dengan penuh semangat				
18	Saya melatih diri mengerjakan tugas listening dirumah				

19. Berapa lama durasi belajar anda dalam sehari?

- 0 - 30 menit
- 31 – 60 menit
- 61 – 90 menit
- 91 – 120 menit
- ≤ 120 menit

20. Jika belajar media apa yang anda gunakan?

Recording

Podcast

Video

Yang lainnya =

Instrument Kemandirian Belajar

Penyusunan angket didasarkan pada kisi-kisi instrument kemandirian belajar, Adapun kisi-kisinya adalah sebagai berikut:

No	Variabel	Indicator	Nomor butir	Jumlah
1	Kemandirian Belajar	Percaya diri	1, 2, 14, 15, 16	5
		Aktif dalam belajar	7, 10, 17, 18, 20	5
		Disiplin dalam belajar	3, 5, 6, 9, 13,	5
		Tanggung jawab dalam belajar	4, 8, 11, 12, 19	5

Munjiman (2006:8)

Appendix 4. Students Response to Questionnaire

NAME	X1	X2	X3	X4	X5	X6
Anafika	3	3	2	1	2	4
Asmarani	3	3	1	3	3	2
Nasyrah	3	3	2	3	3	2
Dian	2	3	2	3	3	2
Nurhijrah	3	4	1	2	2	1
NurAisyah	3	3	4	2	3	2
Misqul	2	2	2	3	3	2
Akbar	3	3	2	2	2	2
Ariel	2	3	1	1	3	1
Rahmi	3	3	3	3	3	2
Sariana	3	3	2	3	2	3
Sartika	2	2	2	3	3	2
M.Ridwan	4	4	1	2	3	3
St.Fatimah	3	2	2	3	3	2
Syaphira	3	3	2	2	2	2
Rima	3	2	1	1	4	1
Nur Alisa	3	2	2	2	2	2
Syarina	2	3	3	2	2	2
Nurhayati	2	3	3	3	3	3
Familya	3	3	3	3	2	2
Selvi	3	3	3	4	3	2
Tasya	2	2	2	3	3	2
Fajriansya	3	3	2	4	3	2
Muh.Zulkr	2	2	2	2	3	2
Fiki	4	4	3	3	3	2
Husnul	3	3	3	2	2	2
Najwa	3	3	3	3	3	3
Mawaddah	3	3	3	3	3	3
Nurrezky	2	2	2	2	3	2
Rahmat	3	3	2	3	2	3
Rahma	3	4	3	3	2	3
Fani fadlia	3	2	2	3	2	3

X7	X8	X9	X10	X11	X12
4	1	4	3	2	2
3	3	2	2	2	3
4	4	3	1	2	4
3	3	2	2	2	3
1	1	1	3	1	4
2	3	2	3	2	2
3	2	2	3	2	3
2	2	2	3	2	3
2	3	1	2	2	3
3	3	2	3	2	3
2	3	3	3	2	3
3	3	2	2	2	3
3	3	2	4	2	3
3	3	2	3	2	2
3	3	2	2	2	2
1	1	4	3	4	3
3	3	2	2	2	3
3	2	2	3	2	3
3	3	3	3	3	3
3	3	2	3	2	4
3	2	2	2	2	4
3	2	3	3	2	3
3	2	2	3	3	3
2	2	3	2	2	3
3	3	2	3	2	3
3	3	2	2	2	2
3	3	3	3	3	3
3	3	2	2	2	2
2	2	1	2	2	2
3	3	2	3	2	2
3	3	3	3	3	3
3	3	3	2	2	2

X13	X14	X15	X16	X17	X19	Total X
3	3	4	2	3	4	53
4	4	4	2	2	2	54
4	4	2	2	3	4	59
3	3	3	2	2	3	51
4	4	2	3	1	1	43
3	4	2	2	2	2	50
3	3	2	2	2	2	47
3	3	2	3	2	3	49
3	3	2	2	2	2	44
3	3	2	2	3	3	54
3	3	2	2	3	4	54
3	4	4	3	3	3	54
4	3	4	1	3	2	57
3	4	3	3	3	3	55
3	3	3	2	2	2	47
2	4	4	1	1	1	44
3	3	3	3	2	2	49
3	3	3	2	2	3	50
3	3	3	3	3	3	58
4	4	4	3	3	3	59
3	4	4	1	1	3	54
2	3	3	2	2	3	50
3	4	4	4	4	2	59
2	3	2	2	3	2	44
4	4	2	3	3	3	60
3	3	2	2	2	3	49
3	4	3	3	4	4	63
2	3	3	2	2	3	53
3	3	3	2	2	2	43
4	3	3	2	3	3	54
3	3	3	3	3	3	60
3	3	3	2	3	3	52

Appendix 5. Learning Outcomes Students Fourth-semester

No	Name	Learning Outcomes
1	AS	80
2	DRA	80
3	NM	80
4	NRA	80
5	RS	80
6	S	80
7	SY	80
8	AA	85
9	N	80
10	AG	82
11	MF	80
12	HA	80
13	NU	90
14	FM	90
15	MZ	80
16	FF	88
17	A	90
18	NA	85
19	TML	82
20	RA	80
21	SYA	80
22	FBJ	90
23	NUA	80
24	RR	90
25	SA	90
26	MRA	98
27	SFMNA	0
28	NHH	86
29	SE	80

30	R	90
31	F	90
32	NS	80

Appendix 6. Google FormResponse

Angket Kemandirian Belajar

Angk Pertanyaan Jawaban 32 Setelan

Pertan

1. Say
listeni

S:
 S:
 Ti
 S:

Nama *

Anafika sariatul umi

Nim *

10256121001

Jenis Kelaman *

Perempuan

2. Say
setiap

S:
 S:
 Ti

1. Saya merasa optimis saat belajar
listening *



Angket Kemandirian Belajar


Pertanyaan Jawaban **32** Setelan

3. Begadang hingga larut malam karena *
belajar/latihan listening

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

4. Saya tidak ada waktu untuk *
mengulangi pelajaran listening yang
sudah di jelaskan sebelumnya

- Sangat setuju
- Setuju
- Tidak setuju



Angket Kemandirian Belajar


Pertanyaan Jawaban 32 Setelan

5. Saya belajar/latihan listening pada saat ada listening besok *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

6. Saya menyempatkan waktu 2-3 jam untuk belajar listening setiap ada waktu luang *

- Sangat setuju
- Setuju
- Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban 32 Setelan

7. Saya banyak latihan listening di rumah karena ingin meningkatkan kemampuan listening saya *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

8. Saya malas untuk belajar listening terlalu lama *

- Sangat setuju
- Setuju
- Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

dirumah

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

10. Saya kurang tertarik untuk mempelajari listening dirumah *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar


Pertanyaan Jawaban **32** Setelan

11. Saya terus berusaha untuk belajar dengan durasi belajar yang lama dalam melatih listening saya *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

12. Saya menggunakan waktu belajar listening dengan baik *

- Sangat setuju
- Setuju
- Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban 32 Setelan

13. Saya mempunyai jadwal belajar listening dengan durasi belajar 2-3 jam lamanya *

Sangat setuju

Setuju

Tidak Setuju


Sangat Tidak Setuju

14. Saya yakin menemukan solusi ketika kesulitan belajar listening *

Sangat setuju

Setuju

Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban 32 Setelan

15. Setiap ada pelajaran listening saya mengikuti dengan serius *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

16. Saya berusaha memahami pelajaran listening mekipun sulit *

- Sangat setuju
- Setuju
- Tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

17. Saya yakin jika belajar listening dengan durasi lama maka saya akan mendapatkan nilai yang bagus *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

18. Saya merasa senang jika belajar listening dengan durasi belajar yang cukup lama *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

19. Saya selalu melatih listening saya dirumah dengan penuh semangat *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

20. Saya melatih diri mengerjakan tugas listeing dirumah *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban 32 Setelan

21. Berapa lama durasi belajar anda dalam sehari *

- 0-30 menit
- 31-60 menit
- 61-90 menit
- 91-120 menit
- <120 menit

22. Jika belajar listening media apa yang anda gunakan *

- Recording
- Podcast
- Video
- Yang lain:



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

Nama *

Asmarani

Nim *

10256121019

Jenis Kelaman *

Perempuan

1. Saya merasa optimis saat belajar listening *

Sangat setuju

Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

2. Saya selalu yakin kepada diri sendiri *
setiap mempelajari materi listening

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

3. Begadang hingga larut malam karena *
belajar/latihan listening

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

4. Saya tidak ada waktu untuk mengulangi pelajaran listening yang sudah di jelaskan sebelumnya *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

5. Saya belajar/latihan listening pada saat ada listening besar *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

6. Saya menyempatkan waktu 2-3 jam *
untuk belajar listening setiap ada waktu
luang

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

7. Saya banyak latihan listening di *
rumah karena ingin meningkatkan
kemampuan listening saya

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

8. Saya malas untuk belajar listening terlalu lama *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

9. Selain belajar listening di kampus saya juga belajar/latihan listening dirumah *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan

Jawaban

32

Setelan

10. Saya kurang tertarik untuk mempelajari listening dirumah *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

11. Saya terus berusaha untuk belajar dengan durasi belajar yang lama dalam melatih listening saya *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

12. Saya menggunakan waktu belajar listening dengan baik *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

13. Saya mempunyai jadwal belajar listening dengan durasi belajar 2-3 jam lamanya *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan

Jawaban

32

Setelan

14. Saya yakin menemukan solusi
ketika kesulitan belajar listening *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

15. Setiap ada pelajaran listening saya
mengikuti dengan serius *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

16. Saya berusaha memahami pelajaran listening meskipun sulit *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

17. Saya yakin jika belajar listening dengan durasi lama maka saya akan mendapatkan nilai yang bagus *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



Angket Kemandirian Belajar

Pertanyaan

Jawaban

32

Setelan

18. Saya merasa senang jika belajar listening dengan durasi belajar yang cukup lama *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju

19. Saya selalu melatih listening saya dirumah dengan penuh semangat *

- Sangat setuju
- Setuju
- Tidak setuju
- Sangat tidak setuju



Angket Kemandirian Belajar

Pertanyaan Jawaban **32** Setelan

20. Saya melatih diri mengerjakan tugas listing dirumah *

- Sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

21. Berapa lama durasi belajar anda dalam sehari *

- 0-30 menit
- 31-60 menit
- 61-90 menit
- 91-120 menit
- <120 menit



Angket Kemandirian Belajar

Pertanyaan

Jawaban

32

Setelan

61-90 menit

91-120 menit

<120 menit

22. Jika belajar listening media apa yang anda gunakan *

Recording

Podcast

Video

Yang lain:

.....

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[Summary](#)

CURRICULUM VITAE



Nurannisa was born in Bababulo, Saleppa District, Pamboang District, Majene Regency, on October 07, 2001. She is the third of five children, a couple of Mr. Muh. Nawir and Mrs. Almh Hajriani. Since childhood, Nisa grew up in a loving family environment that supported her education. The researcher took primary education at SDN No. 18 inpres Bababulo, Saleppa Hamlet, Pamboang District, and completed primary school in 2012. Then continued his education at SMPN 3 Pamboang and successfully graduated from junior high school in 2015. High school education was taken at SMK 3 Majene with a major in Fish Processing Technology (TPHPI) until graduation in 2018.

In 2019, the researcher continued higher education by being accepted at the Majene State Islamic Religious College (STAIN) through the UMPTKIN selection path. The researcher chose to major in the Faculty of Tarbiyah and Keguruan, especially the English Language Education Study Program. Until now, he continues to strive to develop his competence in the field of education, with the hope of becoming a dedicated and professional educator. Support from her family is the main source of motivation in every step of her educational journey.