

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Listening Comprehension

a. The Definition of Listening

Nunan (2003:24) stated that listening is an active, purposeful process of making sense of what we hear. It requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce.

Howatt and Dakin in Fauzana (2014:3) stated that listening is the ability to identify and understanding speakers accent or pronunciation, grammar and vocabulary, and grasping the meaning. Listening is not as easy as people think about.

Listening skill has a vital role in developing foreign language competence. Nunan (1998:1) believed that listening is the basic skill in language learning. Without the listening skill, learners will never learn to communicate effectively. In fact, over 50% of the time that students spend functioning in a foreign language should affect intermediate foreign languages students' listening skills and their implications in the development of their communicative competence.

In short, listening is one of the skills that should be learning in language learning. When we try to communicate, we listen and try to understand what other say. It is not as easy as we think. We should

understand speakers' accent, grammar, vocabulary even their body movement.

b. The definition of Listening Comprehension

According to Howatt and Dakin in Fauzana (2014:1-11) listening comprehension is the basis for speaking, writing and reading skills. To train listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. It makes it a habit to listen to audio books, podcast, news, songs, songs and watch videos and films in the foreign language. Comprehending listening is to understand. In this area, listening to understand messages of a speaker, as when we attend a classroom or listen to direction for fondling a place. In addition, comprehending listening is complimented by sub messages from non-verbal communication, such as the tone of voice, gestures and other body language.

Listening comprehension also has an important role in determining learners' to success in learning language, especially in communication. We cannot communicate with others if we do not understand what the speaker intends. That is why there is a lot of misunderstanding between the listener and the speaker. This misunderstanding always occurs in communication. What the speaker said and intended is determined by the listeners' ability in answering the speaker question.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

On the other hand, comprehensive listening is to comprehend the meaning requires first having a lexicon of words at our finger tips and also all rules of grammar and syntax by which we can understand what others are saying.

1. Types of Listening

Listening has some types derived from what people do when they listen. As Brown (2003:121-122) stated that there are:

- a) Intensive listening: Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.)
- b) Responsive listening: Listening to relatively short stretch of language (a greeting, question, command, comprehension check, etc.)
- c) Selective listening: Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information.
- d) Extensive: Listening to develop a top-down, global understanding of spoken language. Listening for the gist, listening for the main idea, and making inferences are all part of extensive listening.

2. Factors Influence Listening

Language learners can achieve different level of success in listening. The factors affect to learners listening success. According

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

to Vandergrift (2012:59-72), there are two factors cognitive and affective.

Cognitive factors

- a) Vocabulary
- b) Syntactic knowledge

Syntactic or grammatical knowledge plays an important role in listening learning and is hypothesized to contribute to comprehension success.

- c) Discourse knowledge

Discourse knowledge, sometimes called script knowledge refers to awareness of the type of information found in listening texts, how that information might be organized, and how listeners can use the information to facilitate comprehension.

- d) Pragmatic knowledge

Pragmatic knowledge involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance. Listeners generally apply pragmatic knowledge to determine a speaker's intention by elaborating on what they heard, using linguistic, cultural, and contextual information.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

e) Prior knowledge

Prior knowledge refers to all the conceptual knowledge and life experiences that language learners have acquired and are available for comprehension purposes.

Affective factors

a) Anxiety

A lot of researchers have investigated that anxiety influences listening success. The higher the level of listening ability is the lower the level of reported anxiety is.

b) Self-efficacy

Self-efficacy refers to learners' beliefs about their ability to successfully participate in learning activities

c) Motivation

Motivation is also one of that factors that influences listening success. High levels of motivation appear to engage in listening behaviors.

So that, of the affective factor has to correlate two variables which one motivation, because motivation is one of the factors that influence listening success. On the other hand, motivation is the affective factor to learn in listening task.

c. Assessment of Listening

In assessing the students' listening comprehension there are some possible tasks the teacher can begin by identifying learners'

needs with regard to the local curriculum. According to Hughes (2003:161), there are some possible techniques for assessing listening:

1. Information :

- a) Listening for specific information/listening for detail/focused listening.

It involves understanding the task and focusing to catch the certain information in the text.

- b) Follow or responding sequence of event in the text

It means that the listener needs to understand the sequence of event in the story. Here, in this listening activity, the hearer must be able to respond the event of the story.

- c) Understand or responding expressions of preference and attitude of the speaker (e.g. agreement, disagreement)

2. Interactional:

- a) Understand greeting and introductions

- b) Understand and responding expression of congratulation someone

- c) Understanding and responding expression of anger

Based on the explanation above, the researcher used informational and instructional technique in assessing listening of eleventh grade students at senior high school 1 Kateman Indra Giri Hilir.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The Concept of Learning Motivation

a. The Definition of Learning

Learning is one of the important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learned. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning. Learning is a process that must be undergone by all of human being. Learning process not only happens in the class but also outside the class.

Brown (2007:168) stated that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. There are many reasons why people learn language, especially English, many people learn English because it is useful for international communication and some students learn English because it is written in curriculum so they need to learn it. Moreover, Harmer (2007:12) said that “The purpose students have for learning will have an effect on what it is they want and they need to learn and as a result will influence what they are taught”.

So that, learning is one of important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. The definition of Motivation

Motivation is an essential factor of learning to achieve something. It is the process which directs to activity. It means motivation plays a vital part in teaching and learning activity, so it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the nature of the motives and techniques of motivation.

According to Sobur (2011:266), "Motivate is an activator, reasons or encouragements inside human which affects human to do something". Meanwhile, motivation is more general aspect that determines the whole motion process including encourage situation, the encouragement from inside human, the behaviors, and the goals. There are many related literatures about motivation.

Maslow in Brown (2000:165) claimed that intrinsic motivation is clearly superior to extrinsic. According to Uno (2006:23), learning motivation is internal and external drive to students who are learning to hold a behavior change. So that motivation is a drive to make people want to do something. Brown (1994:152) stated that motivation is an inner drive, impulse, emotion or desire that moves one to particular action. He explains that motivation refers to "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will extent in that respect".

Based on the statement above, it will be concluded that motivation is related to behavior, students' behavior in the learning process that leads them to achieving the goal. Without motivation, the students are not fully engaged in the learning process and also not fully achieved in the purpose of learning English itself, especially in listening English. It is not only important for the students to engage in the classroom activities but also it can determine the students to learn from the activity in which they performed.

1. Types of Motivation

Elliot, et al. (2000:233) distinguish two types of motivation; intrinsic motivation and extrinsic motivation as follow:

a) Intrinsic Motivation

Elliot, et al (2000:233) stated that intrinsic motivation is the desire of students themselves to learn, without the need for external motivation. When motivation generates interest and enjoyment and a reason of performing the activity lies within the activity itself, this indicates that the motivation comes from the learners' need, wants and desire for their own sake. This motivation exists when the learners learns because of an inner desire to accomplish a task successfully, whether it has some external or not. Santrock (2009:204) said that, Intrinsic motivation is doing something because to reach the goal itself. In other words, intrinsic motivation is motivation within students

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

itself. The students learn with their own need, not from someone. They learn because they need, they act because they need; they have something that they have to achieve.

b) Extrinsic Motivation

Ur (2009:276) stated that “Extrinsic motivation derives from the influence of kinds of external incentive, as distinct from the wish to learn for its own sake or interest in task”. Elliot et, al (2000:233) said that while extrinsic motivation is rewards and external inducements to students such as scores, prizes and other rewards. Students’ reason for doing an activity is to gain something outside the activity itself. Thus, it is clear that the extrinsic motivation exists when the learners are motivated by an outcome that is external. Extrinsically motivated students carried out task in anticipation of reward from outside and beyond themselves.

So that, it seems important that the teacher does not only supply on students’ intrinsic motivation, but also supplies extrinsic motivation and stimulates students’ motivation to learn. The teacher can apply some strategies in maintaining or improving the extrinsic one toward a successful teaching and learning.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Characteristic of learning motivation

According to Sardiman (2007:83), the criteria of students that have high motivation can be seen as follows:

- a) Like doing the task (doing the task continually, never give up before finishing the tasks).
- b) Being patient in facing the difficulties (never give up). Students don't need support from outside for their achievement (they are not quickly satisfied with their achievement).
- c) Like doing the task by their own way.
- d) Maintain their opinion (if they are certain about something)
- e) Like finding and solving the task.

A motivated student is one who is eager to invest an effort in learning activities and to progress. It is essential to know that student is motivated. Ur (1996:275) stated that gives the characteristics of the motivated student in learning. The characteristics are as follows:

- a) *Positive task orientation*. Student who is motivated in learning is willing to tackle task and challenges and has confidence in his or her success.
- b) *Ego-involvement*. Student finds it important to succeed in learning in order to maintain and to promote his or her own positive self-image.
- c) *Need for achievement*. Student has a need to achieve, to overcome difficulties and to succeed in what he/she sets out to do.

- d) *High aspirations*. Student is ambitious, and he goes for demanding challenging, high proficiency and top grades.
- e) *Goal orientation*. Student is very aware of the goals of learning or specific learning activities, and directs his or her own effort towards achieving them.
- f) *Perseverance*, a student consistently invests high level of effort in learning. And not discouraged by setbacks or apparent lack of progress.
- g) *Tolerance of ambiguity*, student is not disturbed by situation involving a temporary lack of understanding or confusion he or she can live with this patiently, in the confidence the understanding will come later.

In conclusion, a motivated student is one who has a positive mind. He finds the importance of learning himself. He has a need for success, aspiration, and goal. He directs his effort to achieve the goal consistently. He is learning patiently although he has not understood what he learns. He has confidence that will understand better.

c. Assessing Motivation

Assesing motivation is an important topic for researchers and practitioner to know the level of motivation and how too optimize it. Motivation can be assesed in various ways. According to Uno (2006:23) the techniques assessing for learning motivation are divided into two types:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Intrinsic Motivation
 - a) There is a desire in learning
 - b) There are motivation and necessity of learning
 - c) There is a prospect of future life
2. Extrinsic Motivation
 - a) There is an interesting activity in learning
 - b) There is a conducive learning circles, so that a students' enable to learn better.

According to White (1998:190-197), teacher focusing on their behavior in the classroom and their course design to help motivation are quite obvious. The researcher found successful assessment of students' motivation, first, Intrinsic motivation included increasing students' motivation to learn is only by increasing intrinsic motivation. First, that is to get students to value learning for learning. Second, become more responsible for their learning. Extrinsic motivation as grades, awards, and other forms of tangible is recognized. In conclusion, however is that students' desire and expectations for tangible rewards, intrinsic motivation can increase over time as students realize the value and payoff taking responsibility for their learning.

Based on the explanations above, the researcher used intrinsic and extrinsic motivation as indicators of making questionnaire for the students of Eleventh grade at senior high school 1 Kateman

indragirihilir. When motivation generates interest and enjoyment, and a reason of performing the activity lies within the activity itself, this indicates that the motivation comes from the learners' need, wants, to achieve the goals, and desire for their own sake.

3. The Correlation between Students' Learning Motivation and Their Listening Comprehension.

Listening is a complex, active process of interpretation, far more than just extracting meaning from incoming speech. Listening is also a source of frustration to learners and an area in which it seems difficult to make progress.

One of the affective factors is motivation. Dornyei & Ushioda (2011:3) stated that motivation is what moves a person to make certain choice, to engage inaction, to expend effort and persist in action. Barbara Fuller's recollections in Seifert (2009:110) stated that learning motivation defined as students' personal meanings and attitudes that arouse and direct their energies in different ways.

Brown (1994:170) stated that listening instructions must be intrinsically motivating. Vandergrift (2012:72) said that, high levels of motivation appeared to engage in listening behaviors. Fisher (2006:1) stated that listening skills is a very powerful motivation factor.

Based on the theories above, motivation has important role in listening because it gives impulse to the students more independent to gain their goal. On the other hand, the students' are motivated to learn and

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

improve their listening comprehension if appropriate listening materials are provided. So, successful comprehension in listening is based on a lot of factors that students have such as the students' cognitive and affective factors. So, if the students' learning motivation is good, and also they can easily comprehend the listening task given.

B. Relevant Research

There are some related studies that have been done by many researchers about correlation between Students' Learning Motivation and Listening Comprehension. Fajarika Nur Pratiwi, in 2015 conducted a research. Entitled Correlation between The Students Motivation and Listening Skills in English at third semester of English Education Study Program of Teacher Training and Education Faculty of University Tanjungpura. The purpose of this research is to examine the students' motivation and whether it is in correlation with their listening skill. This research involved 31 members of the third semester of English education. This study was conducted in correlational research. The result of the study showed that they had different motivation towards listening skill. The finding of the research revealed that there was relationship between motivation and listening skills. The calculation of Pearson Product Moment showed that r value between variable X(Motivation) and Y (Listening skills) was 0.73 which the degree of freedom was 29. Based on table of r size of coefficient, it was in interval 0.66-0.85 that means there was strong

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

correlation between variable x (Motivation) and variable y (Listening skills).

Dwi Gitawaty, in 2010 conducted a research. Entitled Correlation between Students Learning Motivation and Their Achievement in English at Eight Class of MTs Al-Hamidiyah. She used questionnaire for the learning motivation and documentary study for students' achievement in English. The finding indicates that there is positive correlation between learning motivation and learning achievement. From the calculation Pearson's Product moment correlation above, she got the result (0.271) it is between (0.20-0.40). Based on the result above, it is considered there is no significant correlation between students' learning motivation and their achievement in English.

C. Operational Concept

1) Variable X, some indicators of learning motivation are:

- a. There is a desire in learning.
- b. There are motivation in learning and the necessity of learning.
- c. There is a prospect of their future life.
- d. There is an interesting activity in learning.
- e. There is a conducive learning circle, so that students are to learn better.

2) Variable Y, some indicators of listening comprehension are:

- a. Students are able to respond the certain information in the text
- b. Students are able to respond the event in the text

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Students are able to respond some expressions congratulating someone
- d. Students are able to respond some expressions of anger.

D. The Assumption and Hypothesis**1. The Assumption**

There are some assumptions of this research based on the Factors of learning motivation that influence listening. So, the researcher assumes the students' learning motivation and their listening comprehension are various. If the students' has high learning motivation, their listening comprehension also should be good. Furthermore, students' motivation has a relationship with listening comprehension.

2. The Hypothesis

Based on the assumptions above, the writer makes some hypothesis as follows:

a. Null hypothesis (H_0)

There is no significant correlation between students' learning motivation and listening comprehension of the eleventh grade students at SMAN 1 Kateman, INHIL.

b. Alternative hypothesis (H_a)

There is a significant correlation between students' learning motivation and their listening comprehension of the eleventh grade students at SMAN 1 Kateman, INHIL.