The International Journal of Learning

Volume 16

Relationship between Arabic Listening Skills and Motivation

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Relationship between Arabic Listening Skills and Motivation

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Abstract: The purpose of this research is to identify the relationship between the motivation and the achievement of the Arabic listening skill. While the detailed purposes are to identify the level of achievement in the Arabic listening skill; the level of motivation among students toward Arabic listening skills; the relationship between the motivation and achievement; and the motivation differences in the listening skill learning among various groups of students who have difference levels of achievements in the Arabic listening skill. This research design uses the cross sectional and it is carried out at the state religious secondary school in Malaysia. This research uses two instruments namely; questionnaires and Arabic listening skill test. The research discovers four major findings; the students’ motivation levels towards the Arabic listening skill are at the high level; the level of achievements in the Arabic listening skill are at the moderate level; there is a significant difference between the motivation of the Arabic listening skill learning and achievement; and there is a significant difference between three groups.

Keywords: Listening Skills, Arabic Listening Skills, Motivation

Introduction

THE LISTENING SKILL is a vital component in learning a language that must be integrated with the other types of skills; speaking, reading and writing. However, in the context of teaching, listening skills is almost been neglected (Nunan 1999) as well as in teaching of Arabic language. The implication is the students are neither unconfident to interact in Arabic among themselves nor with their teachers. The lack of emphasize to Arabic listening skill activities in the teaching process also affect the internal students’ motivations. Hence, it affects the level of the Arabic communication ability, for the reason that to communicate, a student needs to have a high motivation impetus. Without this impetus, the students tend to keep quiet and do not communicate at all. This attitude will not help the students to improve the communication skill among themselves thus affect the students’ achievement.

Background of the Study

Several studies have proved that the motivational elements contribute intensely to the second language achievement among students. Nevertheless, the reasons and causes between the
motivational factors and the achievable factors in the second language learning are still questionable by the researchers. In this case, Skehan (1998) clarifies this ambiguity as; whether is it because of the students high motivation that influences them achieve a high achievement or is the students' success that cause the high level of their motivation? Whatever it is, the motivation and attitude certainly have a positive relationship with the achievement.

Zawawi (2008) has conducted a research about the relation between motivation in the learning Arabic and the Arabic achievement in the Penilaian Menengah Rendah (Malaysian Lower Secondary Examination). The study shows that there is a significant relation with the achievement. Meanwhile, he also has found out that the motivation differences between the high flyers students and the non excellent students produce different results, and the mean of motivation for the excellent students is much higher than the non excellent students. On the contrary, this research shows that highly motivated students in learning Arabic also perform excellently in this subject. However, the motivation in this particular research is related to the achievement of Communicative Arabic in PMR which does not include the listening skill test. Dahab (1999) also finds the same outcome from the research of evaluation in the Integrated Curriculum for Arabic Secondary School, where all of the students do possess high motivation in the Arabic learning process. The study shows that a positive relation exists between the motivation and the achievement of Arabic among the students. However, based on the students' achievements, the findings show that they are only performing well in reading skill but not in the other types of skills. Therefore, this result shows a significant relation between the students' motivation and reading skill, excluding the other types of skill including the listening skill.

Barr et al. (2002) conducts a study on the motivation of students in listening skill. The findings show that the students do not perform well in form of eyes contact with the lecturers (52%), unpleasant actions (18%), asking teachers to repeat instructions (13%), incapable to complete the given tasks (11%), and the sitting styles that do not show an effective listening skill styles. Simultaneously, it shows that students do not have high motivation in learning the listening skill. Meanwhile, Maimun Aqsha Lubis and Jamaliah Rani (2007) conduct a study regarding the motivation of Arabic learning among the students. The study shows that the students do have high motivation. Nevertheless, the students face with some problems such as they do not know how to learn Arabic effectively and consequently the students are unable to master Arabic language.

**Literature Review**

Ee Ah Meng (1997) states that the motivation term is originated from a Latin word *movere* which means 'to move'. Therefore, motivation means an effort that moves a person to do something. Motivation is influenced by two factors (Murray 1964) namely; internal motivation and external motivation. Internal motivation includes hunger, thirst, satisfaction, and feeling. In the learning context, internal motivation includes the motivation to do the course drills, motivation to master the knowledge and skill of a certain subject, and motivation of feeling the joy and delight in learning a certain subject. On the other hand, the external motivation includes the incomes, salary hike, promotion and appreciation. Both factors may urge a person towards a goal. The aspect that will be focused in this research is on the aspect of the internal motivation.
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Student’s motivation towards a subject can contribute to the development of achievement in various subjects. The research by Fadzilla Mustaffa Johari et al. (2007) finds that most students have high motivation to learn English as a second language in the class. This can be viewed by the earnest effort to speak in English either among their colleagues or with their teachers. They also attend tuition classes to ensure that they can understand English better at school. According to Lundsteen (1979) the effort to improve the students’ usage towards languages and achievements do not only depend on the usage of audiovisual materials and the teachers, but the teachers should understand the students’ attitudes and the factors which affect their attitudes and motivations. Therefore, attitude and motivation can give an impact to the level of achievements not only in school but in the tertiary level as well.

Listening skill is considered as a basic skill in the language learning process (Rahimi 2003). A student who has mastered this skill well usually can listen well to anything that is spoken by the other speakers. She can understand and interpret what she has been listening to (Kamarudin 1986). Wan Izzudin and Wan Hasni (1991) suggest that a lot of students do not have a good listening skill because they do not pay a good attention to the teachers in the classrooms. Sometimes students fail to pay attention to the teachers because they are drift away doing some other types of activities such as writing, taking note and some of them are trying to read books while the listening is in progress.

In the context of the children development, the listening skill is the first component of the language skill to be mastered by the children and at the same time it serves as a basic to master all aspects of the human languages and also serves as a foundation to the children cognitive development (Hyslop and Tone 1988). Therefore, the children cognitive development has a relationship with the listening skill. Hence, children who were born with audio or hearing problems will face difficulty and their cognitive developments will take a longer period to mature and master in a certain knowledge discipline. On the other hand, listening is considered as the most used by every individual.

However, this situation is different in the context of learning and teaching process, where listening skill has not been given a good attention in the learning and teaching. A study by Burley-Allen (1982) finds that the time consumed for the listening skill is less than six months out of twelve years of official school curriculum, if it were to be compared with the time consumed in the writing skill which occurs in twelve complete years learning period. Wolff (1983) describes the listening skill as an orphan that is neglected in the world of education. Meanwhile, Hunsaker (1990) explains that only a small number of educational institutions include the critical listening skill in their curriculum. In the other study, Wolff et al. (1983) find that 52 percents of the emphasis in the classroom is for the reading skill and only 8 percents is allocated for the listening skill. Meanwhile, Weiten and Lloyd (1994) state that listening skill is not well trained in the communication skill practice, whereas a person consumes much more time to listen rather than to speak. This matches with the result of Barr et al.’s (2002) study that finds an effective listening skill is not being practiced informal in the class. In the second language teaching, Nunan (1999) also finds that listening skill in the classroom is abandoned and much more times given to master the speaking skill, and he also describes that listening skill as a Cinderella skill.
Research Objectives

The main objective of this research is to identify the relationship between the motivation of the listening skill learning and the achievement of the Arabic listening skill. While the detailed objectives are; (1) to identify the level of achievement in the Arabic listening skill; (2) to identify the level of motivation in the Arabic listening skill learning; (3) to identify the relationship between the motivation of the Arabic listening skill learning and achievement; and (4) to identify the motivation differences in the listening skill learning among various groups of students who have difference levels of achievements in the Arabic listening skill. Based on these detailed purposes, research questions are constructed namely; (1) How is the level of achievement in the Arabic listening skill? (2) How is the level of motivation in the Arabic listening skill learning? (3) What is the relationship between the motivations of the Arabic listening skill learning with the achievement of Arabic listening skill? (4) Are there significant differences in listening skill learning among various groups of students who have a difference level of achievement in the Arabic listening skill?

Research Methodology

This research design uses the cross-sectional survey method. It is carried out at the state religious secondary school. There are 824 students involved in this research and the sample choosing technique is random. This research uses two instruments namely; questionnaires and Arabic listening skill test. There are 12 items constructed in the questionnaire. The three aspects to be focused in this section are (1) motivation in doing exercises of Arabic listening skill; items number 1,2,8,9,10, and 12; motivation attempting to master Arabic listening skill; items number 3,4,5 and 7; and (3) motivation of enjoyment to learn Arabic listening skill, items number 6 and 11.

The second instrument is a test of Arabic listening skill which is divided into five divisions namely; (1) sub skill of understanding the listening Arabic sound; (2) sub skill of understanding the listening to the word lexically; (3) sub skill of understanding the listening to the word contextually; (4) sub skill of understanding the listening to text literally; and (5) sub skill of understanding the listening inferentially. All of these five categories are scattered to eight sections of Arabic listening skill test.

For the purpose of data analysis, this research categorizes into three points (Rudzi 2003) namely; mean=1.00 to mean=2.33 is low, mean=2.34 to mean=3.67 is moderate and mean=3.68 to mean =5.00 is high. While to interpret the score marks of Arabic listening skill test, this research categorizes three level of mean score evaluation, which is mean=0.00 to mean 39.99 is weak, mean=40.00 to mean=69.99 is moderate and mean=70.00 to mean=100.00 is strong. While for the correlation coefficient, this research uses the scale of Alias Baba (1997) r=0.00 to r=0.20 is the weak relationship, r=0.21 to r=0.40 is the moderate relationship, r=0.41 to r=0.60 is the strong relationship and r=0.061 to r=1.00 is the very strong relationship.
Research Finding

Research Findings

Table 1 shows the scatter of percentage and motivation mean for Arabic listening skill learning. Based on the table, the mean result for the aspect of motivation in doing Arabic listening skill exercise shows that two items are at the moderate level and four items are at the high level. The items at the moderate level are item 1 and item 2 and the results are mean 3.13 and 3.30.

The scatter of percentage for item 1 shows that more respondents agree (40.2%) that they will do the listening skill exercise by listening to the tape even though it is not being requested by the teachers, compared to those who do not agree (26.5%). The scatter of percentage for item 2 shows that more respondents agree (49.7%) that they will do the listening skill exercise by watching Arabic movies even though it is not being requested by the teachers, compared to those who do not agree (20.8%).

Table 1: Scatter of Students' Percentage and Motivation Mean Towards Arabic Listening Skill

<table>
<thead>
<tr>
<th>Motivation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will do the listening exercise by using the Arabic tape even though it is not being requested by the teacher.</td>
<td>6.5%</td>
<td>20.0%</td>
<td>33.3%</td>
<td>33.6%</td>
<td>6.6%</td>
<td>3.13</td>
</tr>
<tr>
<td>2. I will do the listening exercise by watching video and VCD movies in Arabic even though it is not being requested by the teacher.</td>
<td>4.7%</td>
<td>16.1%</td>
<td>29.5%</td>
<td>43.2%</td>
<td>6.5%</td>
<td>3.30</td>
</tr>
<tr>
<td>3. I am worry when I could not understand people talk in Arabic.</td>
<td>2.8%</td>
<td>6.4%</td>
<td>12.4%</td>
<td>44.9%</td>
<td>33.5%</td>
<td>3.99</td>
</tr>
<tr>
<td>4. If I hear a word that I could not understand, I will ask the teacher.</td>
<td>0.2%</td>
<td>2.0%</td>
<td>15.4%</td>
<td>47.7%</td>
<td>34.4%</td>
<td>4.14</td>
</tr>
<tr>
<td>5. If I hear a word that I could not understand, I will ask the friend.</td>
<td>0.7%</td>
<td>3.0%</td>
<td>13.7%</td>
<td>56.5%</td>
<td>28.1%</td>
<td>4.04</td>
</tr>
<tr>
<td>6. I will feel happy if I can listen and understand well the teacher’s teaching in Arabic.</td>
<td>0.6%</td>
<td>0.5%</td>
<td>4.3%</td>
<td>28.2%</td>
<td>66.4%</td>
<td>4.57</td>
</tr>
<tr>
<td>7. I feel that I am belong to the group of the weak people in Arabic listening skill.</td>
<td>7.1%</td>
<td>15.6%</td>
<td>32.2%</td>
<td>32.1%</td>
<td>13.0%</td>
<td>3.28</td>
</tr>
<tr>
<td>8. Arabic listening skill is not important for my future.</td>
<td>1.7%</td>
<td>2.4%</td>
<td>8.6%</td>
<td>35.9%</td>
<td>51.4%</td>
<td>4.33</td>
</tr>
<tr>
<td>Question</td>
<td>4.5%</td>
<td>5.6%</td>
<td>13.9%</td>
<td>40.7%</td>
<td>35.3%</td>
<td>3.96</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>9. I am worry if I could not understand the comprehension question asked by the teacher to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I would like to do the Arabic listening skill practice as much as I could.</td>
<td>1.5%</td>
<td>3.8%</td>
<td>22.2%</td>
<td>45.8%</td>
<td>26.7%</td>
<td>3.92</td>
</tr>
<tr>
<td>11. I like to help the friends who could not answer the comprehension question during the teacher’s teaching.</td>
<td>1.7%</td>
<td>4.6%</td>
<td>22.2%</td>
<td>52.4%</td>
<td>19.1%</td>
<td>2.82</td>
</tr>
<tr>
<td>12. I feel left behind if I could not answer the comprehension questions from the teacher orally.</td>
<td>2.1%</td>
<td>4.7%</td>
<td>12.9%</td>
<td>46.5%</td>
<td>33.8%</td>
<td>4.05</td>
</tr>
<tr>
<td><strong>Overall mean</strong> = 3.74, standard deviation = 0.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The items located at the high level are 8, 9, 10 and 12, and each mean result is mean = 4.33, mean = 3.92, and mean = 4.05. The scatter of percentage for item 8 shows that 87.3 percents of respondents agree that Arabic listening skill is important for them in the future. The scatter of percentage item 9 shows that 86.1 percents of the respondents agree that they would like to do Arabic listening skill practice as much as they could. The scatter of percentage item 12 shows that they will feel left behind if they could not answer the comprehension question from the teacher orally. Simultaneously, this finding shows that majority of the students do have motivation to do Arabic listening skill practice.

For the aspect of efforts used to master Arabic listening skill, research finding shows that one mean is at the moderate level and three are at the high level. The item that is at the moderate level is item 7 (mean = 3.26). The scatter of percentage for item 7 shows that more respondents agree (45.1%) that they belong to the weak people in Arabic listening skill, to be compared with those who do not agree (22.7%). The items that are at the high level are items 3, 4 and 5, and each of them is with the mean results as mean = 3.99, mean = 4.14 and mean = 4.04. The scatter of percentage for item 3 shows that 78.4 percents of the respondents agree that they feel worry if they could not understand what people is talking in Arabic. The scatter of percentage for item 4 shows that 82.4 percents agree that if they hear a word that they could not understand, they will ask their teachers. The scatter of percentage for item 5 shows that 82.6 percents agree that if they hear a word that they could not understand, they will ask their friends. Therefore, simultaneously, these findings show that majority of the respondents do have motivation to give an effort in order to master Arabic listening skill.

For the aspect of motivation to feel joy and delight in the learning Arabic, the mean result shows that one item is at the moderate level and the other one is at the high level. The item that is at the moderate level is item 11 (mean = 2.82). The scatter of percentage shows that they like to help the friend who could not answer the comprehension question, to be compared with those who do not agree (6.3%). The item that is at the high level is item 6 (mean = 4.58). The scatter of percentage for item 6 shows that 94.6 percents of the respondents agree that they feel happy if they could listen and understand well the teacher’s teaching in Arabic. Therefore, these findings show that majority of the students do have the motivation to feel the joy in learning Arabic listening skill.
The results of students in Arabic listening skill are shown in the Table 2. The result shows that the students who achieve grade A are 6 (0.7%) and given the excellent level; while grade B are 112 (13.7%) at the honest level and; grade C are 493 (59.9%) at the good level; and grade D are 131 (16.0%) at the pass level. Meanwhile, the students who get grade E1, the frequency is 79 (9.1%), categorized as at the failed level and grade E2, the frequency is 3 (0.4%), categorized as critically failed. Simultaneously, the students who achieve grade C are the biggest in number and it is followed by the grade D, grade B and E1. The students with the excellent achievement and the students who are critically failed are the least in number. The research finding shows that the students' overall achievements in Arabic listening skill are at the pass level, and the mean is = 58.19.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>0.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>112</td>
<td>13.7</td>
<td>Honest</td>
</tr>
<tr>
<td>C</td>
<td>493</td>
<td>59.9</td>
<td>Good</td>
</tr>
<tr>
<td>D</td>
<td>131</td>
<td>16.0</td>
<td>Pass</td>
</tr>
<tr>
<td>E1</td>
<td>79</td>
<td>9.1</td>
<td>Failed</td>
</tr>
<tr>
<td>E2</td>
<td>3</td>
<td>0.4</td>
<td>Critically Failed</td>
</tr>
</tbody>
</table>

Mean = 58.19, Standard Deviation = 13.25

The correlation coefficient is shown in the Table 3. The research finding shows that r value is r = 0.613 at the significant level 0.05. This shows that motivation of learning the listening skill does have a positive relationship with the achievement of the Arabic listening skill, whereas the relative strength between the two variables is at the high level, which is between r = 0.61 to r = 0.80. This shows that students, who have high motivation, will also get high achievement in the Arabic listening skill. Therefore, it can be argued that the higher motivation level in the listening skill produces better achievement in the Arabic listening skill. In contrast, less motivation level in the listening skill produces less achievement in Arabic listening skill.

Table 3: Correlation Coefficient Test of Motivation with Arabic Listening Skill

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>r²</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of learning Arabic listening skill</td>
<td>0.613*</td>
<td>0.376</td>
<td>0.05</td>
</tr>
<tr>
<td>Achievement of Arabic listening skill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at level = 0.05

The one way Anova test is shown in the Table 4. The test shows that there are significant differences between three groups; high, moderate and low motivation. Table 5 shows the mean difference between the three groups, while Table 6 shows the result of Scheffe’s test that shows a significant difference between the three groups. These show that the students
with high motivation in the learning of listening skill do have significant difference with the moderate and low groups. It goes as well to the group with a low motivation who has significant difference with the moderate group. This shows that those students with higher level of motivation also achieve higher achievement in the Arabic listening skill.

Table 4: One way Anova test for the Level of the Listening Skill between Groups of Students According to their Level of Interest

<table>
<thead>
<tr>
<th>Variation Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>41.49</td>
<td>2367</td>
<td>12.95</td>
<td>0.00*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>223</td>
<td>447.38</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>488.78</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Mean Result for Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>83.5</td>
<td>1.3</td>
</tr>
<tr>
<td>Moderate</td>
<td>62.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Low</td>
<td>41.9</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Table 6: Scheffe’s Test

<table>
<thead>
<tr>
<th>High group</th>
<th>Moderate group</th>
<th>Low group</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.01*</td>
<td></td>
<td>0.00*</td>
</tr>
<tr>
<td>High group</td>
<td>Moderate group</td>
<td>0.02*</td>
<td>0.00*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High group</td>
<td></td>
<td>Moderate group</td>
<td>Low group</td>
</tr>
</tbody>
</table>

Discussion and Pedagogical Implication

The findings discover that the students’ motivation levels towards the Arabic listening skill are at the high level (overall mean=3.74). This shows that the students have high motivation to master the Arabic listening skill. The research finding synchronizes with the finding of Dahab (1999) who finds that the motivation of students towards the Arabic language is high. This finding also coincides with the finding of Zawawi (2008) who finds the motivation level of the students towards the Arabic language is high.

This finding is in line with the finding of Armstrong and Rentz (2002), regarding the relationship between motivation and students’ achievement. They (Armstrong & Rentz 2002) conduct an action research on the students in Midwestern, Illinois. These students, by the pre-elementary research are found that their motivations are not gratified as well as their achievements. After motivations were given to them, it is found that their motivation levels are high and their achievements are better. This shows that there is a contribution by motivation to the achievement.
The study also shows that students enjoy when they can listen and understand well the teacher’s teaching in Arabic. The result of item 6 shows that 94.6 percents of the respondents agree that they feel the joy if they can listen and understand well the teacher’s teaching in Arabic. However, the students feel were left behind when they could not answer the comprehension questions from the teacher orally. The finding of item 12 shows that 80.3 percents of the respondents state that they feel they were left behind when they could not answer the comprehension questions from the teacher orally. This shows that the students’ motivation play a very important role during the interaction with the Arabic teachers’ delivery. They listen attentively with full motivation towards the teachers’ delivery in Arabic, if they understand, they feel the joy, and if they could not answer the questions they will feel bad and be left behind.

The results also indicate that the students will ask their teachers and the friends if they listen to a word that they could not understand. The finding of item 4 shows that 82.4 percents of the respondents agree that when they listen to a word that they could not understand, they will ask their teachers. The finding of item 5 shows that 82.6 percents of respondents agree that when they listen to a word that they could not understand, they will ask their friends. This shows that the students have strong motivation to understand the words that they do not understand. According to research of Barr et al. (2002), the students who have the motivation in the listening skill know the role that they have to do as a good listener. Among the roles as a good listener are namely; (1) do the self observation, which means that they observe themselves by giving a full attention to the speakers’ or teachers’ information, and they have to observe that their minds do not think of any other matters; (2) summarize the explanation, which means that the students can summarize the explanation given by the teachers; (3) adapt a high thinking skill, which means that the students use the high level of thinking including analyze, synthesize, and evaluation; and (4) adapt the listening skill as a stream of learning.

The research finding also shows that there is connection between motivation towards there Arabic listening skill with the achievement of the Arabic listening skill (r=0.613). This shows that the students’ achievements are affected by the students’ motivation towards the Arabic listening skill. Hence, this shows that the students who have high motivation towards the Arabic listening skill also get high achievement in the Arabic listening skill. This correlation finding is strengthen by the anova test finding that shows the differences between the three groups of high, moderate and low motivation.

According to Lightbown and Spada (1999), a high motivation is generally comes from the innermost pressure of the second language learner herself, that is she learns Arabic because of her own desire. Therefore, on the other hand, this finding shows that the students learn Arabic not because of the external pressure. Simultaneously, this finding does not match with the finding of Rahimi (2000) where he finds that, there are students who learn Arabic because of the parents’ desires and not from the students’ own desires. Referred to Weiten and Lyold (1994), if a student learns a second language because of the external pressure, her motivation will decline.

The question here is, the motivation of the students towards the Arabic listening skill does not match with the students’ attitudes and perception towards the Arabic listening skill. The students’ attitudes and perception towards the Arabic listening skill are moderate, while their motivations towards the Arabic listening skill are high. This shows that they have the potential to master the Arabic listening skill; in addition they also have strong internal ability to
master the Arabic listening skill, but yet has not been transformed in their perception mode and attitude towards the Arabic listening skill. The justification to this question can be referred to the experience that they have received from the learning and teaching process, in which the learning and teaching of Arabic does not stress on the aspect of the listening skill. Therefore, indirectly giving an effect to their perception and attitudes towards the Arabic listening skill, but from the motivation aspect, they do have high internal potential to learn the Arabic listening skill.

Based on the research findings, the students' motivations towards the Arabic listening skill are high. However, these internal motivations should be given stimulus from time to time to ensure that it is always at the high level. With that, the students' achievements in the Arabic listening skill could be improved. This is based on the study which shows the existence of relationship between the students' motivations towards the Arabic listening skill with their achievements. According to Skehan (1989), there are a lot of researches that show relationship between motivation and achievement, but the question that should be answered is which of the variables come first upon the variables; are the students with the high motivation will get the high achievement or is the high achievement that makes the students' motivation becomes high?

In the meantime, the related parties should take necessary and concrete steps so that the learning of the Arabic listening skill will not be abandoned in the current globalization era which allocates English as the second language. The Arabic teachers should play their roles by stimulating the students to be more interested in learning Arabic especially through the Arabic listening skill. The teachers should guide the students to be responsible and proactive in learning the Arabic listening skill by themselves without their teachers through the discussion with friends and use what ever learning sources that they can access to.

Beside that, students should take full benefit from the Arabic classes by taking active participation, giving ideas and asking questions by using Arabic as far as possible. The continuous efforts from the students such as by doing homework given by the teachers and doing additional reviews may improve the students' confidence to score higher achievement in the Arabic listening skill. Apart from that, students should also involve themselves in Arabic Club. Commonly, programs such as speech competition, quiz, and writing essay are organized by Arabic organizing committee.

The school administrator also can play the role by ensuring that the Arabic listening skill is not only learned in the classroom, but the administrator and the teachers can cooperate to organize Arabic day where the Arabic teachers use Arabic in their conversation. This situation may improve the students' motivation to master Arabic. Interesting methodologies and approaches should be thought and used by the teachers to raise the motivation of the Arabic listening skill among the students who get low achievement. The weak students are encouraged to attend additional classes where remedial and enrichment activities should be done.

**Conclusion**

According to the finding and discussion of this research, it can be summarized that high motivation in the learning Arabic listening skill as a second language has significant relationship with the students' achievements. Previous studies show that students' motivation is considered as one of the variables that could affect the students' achievements levels, thus
of motivation can influence on what, where and how we learn. Motivation does not only affect the product but what is done and learned also affect the further motivation.

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