

## Validity and Reliability Study of Listening Skill Attitude Scale

(Dinleme Becerisi Tutum Ölçeği Geçerlik ve Güvenirlik Çalışması)

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### Abstract

The purpose of this study is to develop a scale to determine secondary school students' attitudes towards listening skill. In this regard, literature review conducted in this field is done and item pool is created by addressing open-ended questions to 270 participants. Questions in the item pool are identified as 29 items in accordance with the expert opinions; pre-treatment was applied to 56 participants. 2 questions that cannot be understood by the participants were omitted in line with expert opinion. As a result of the analysis of research data, 4 items that are not appropriate were omitted and KMO value was calculated as .85, and Bartlett's value was 3576,335(p<.000) hence, it has been concluded that the available data was suitable for scale development. As a result of the exploratory factor analysis for the construct validity of the scale, it has been observed that 49.1% of the total variance is explained. As the result of the exploratory factor analysis demonstrates, 4 sub-dimensions has come out in 23 items for Listening Skill Attitude Scale. Internal consistency of the scale was examined for reliability of the scale, and the internal consistency coefficient for the whole scale has been found to be 75%. In addition, internal consistency coefficient of "Advantage" sub-dimension is found as .80, "Effect" is .89, "Enthusiasm" is .70 and "Respect" is .45. Item value of 23 items, 11 items between the scores .41 to .73 were gathered under "Advantage" sub-dimension. Variance is found as 21.74. It has been observed that 4 items are put under the sub-dimension "Effect" as the second sub-dimension. When examined the item values, they are between the scores .86 to .87. The explained variance is 13.50. When considering the third sub-dimension "Enthusiasm" 4 items are collected under it. Item values are between .61 ile .77. Variance of this dimension is 8.39. Finally, 3 of the items are placed to the fourth dimension. Item value of the sub-dimension "Respect" are between .58 ile .69. And the variance explained is 5.44. It has been found that sub-top group reliability of 27% of the scale all the items differ significantly (p<.001). Significant correlation has been obtained .72 (p<.001) in the analysis of another reliability study, test-retest method that is applied with an interval of 4-weeks.

**Keywords:** Listening skill, scale development, listening skill scale.

### Özet

Bu çalışmanın amacı, ortaokul öğrencilerinin dinleme becerisiyle ilgili tutumlarını belirlemeye yönelik bir ölçme aracı geliştirmektir. Bu amaca uygun alan taraması yapılmış ve 270 katılımcıya konuyla ilgili açık uçlu sorular yöneltilerek madde havuzu oluşturulmuştur. Madde havuzundaki sorular uzman görüşleri doğrultusunda 29 madde olarak belirlenmiş, 56 katılımcıya ön uygulama yapılmıştır. Katılımcılar tarafından anlaşılabilen 2 soru uzman görüşleri doğrultusunda madde havuzundan çıkartılmıştır. Araştırma verileri ile yapılan analiz sonucunda binişik ve bulaşık olan 4 madde çıkartılarak KMO değeri .85, Bartlett's değeri ise 3576,335(p<.000) olarak hesaplanmış eldeki verilerin ölçek geliştirme için uygun olduğu sonucuna varılmıştır. Ölçeğin yapı geçerliliği için yapılan açımlayıcı faktör analizi sonucunda, toplam varyansın %49,1'ini açıkladığı görülmüştür. Açımlayıcı faktör analizi sonucunda Dinleme Becerisi Tutum Ölçeği için 23 maddenin 4 alt boyutu ortaya çıkmıştır. Ölçeğin güvenirlilik çalışması için iç tutarlık katsayısına bakılmış, ölçeğin tamamı için iç tutarlık katsayısı %75 olarak bulunmuştur. Ayrıca iç tutarlık katsayısı sırayla "Fayda" boyutu için .80, "Etki" boyutu için .89, "İsteklilik" boyutu için .70 ve "Değer Verme" boyutu için .45 olarak bulunmuştur. 23 maddenin madde yükü, .41 ile .73 arasında olan 11 madde "Fayda" alt boyutu altında toplanmıştır. Varyans ise 21.74'tür. İkinci alt boyut olarak da 4 maddenin "Etki" alt boyutunda olduğu görülmüştür. Madde yüklerine bakıldığında, .86 ile .87 arasında bulunmaktadır. Açıklanan varyans ise

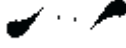
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13.50'dir. Üçüncü alt boyuta bakıldığında 4 madde "İsteklilik" alt boyutunda toplanmıştır. Madde yükleri ise .61 ile .77 arasındadır. Bu boyutun varyansı ise 8.39'dur. Son olarak da maddelerin 3 tanesi dördüncü alt boyuttadır. "Değer Verme" alt boyutunun madde yükü, .58 ile .69 arasında yer almıştır. Açıklanan varyans ise 5.44'tür. Ölçeğin %27'lik alt-üst grup güvenilirlik çalışmasında bütün maddelerin anlamlı olarak farklılaştığı görülmüştür ( $p < .001$ ). Bir başka güvenilirlik çalışması olan 4 hafta ara ile yapılan test-tekrar test analizinde .72 ( $p < .001$ ) düzeyinde anlamlı korelasyon elde edilmiştir.

**Anahtar Kelimeler:** Dinleme becerisi, ölçek geliştirme, dinleme becerisi ölçeği



## **Introduction**

Human communication with the world, begins in the womb. There are five senses which connect human life to exist. This development in the womb of the five sense organs are not fully understood. However, based on observational studies and cellular views the ideas about the development can be acquired. Unborn baby, amniotic fluid, uterine wall, as expectant mother's womb Although there are many barriers behind the uterus It is not a quiet environment. Many babies in the womb, are exposed to vibration, sound and movement. Furthermore, the babies are very closely to hear the sounds of mothers and other people. All this sounds, the sounds that occur naturally in effect, is the sound of the baby's mother.

In the 8th week the baby's ears begin to form and the ability to hear sounds that are responsible for bone and nerves that carry messages to the brain, greatly complements formation. However, this process is terminated at 24 weeks. From the Week 25 the baby can hear her mother's voice. In 27 week the baby is starting to react to sounds at outside of the mother's voice (Mumcu 2012). After birth, the baby's react positively to the sound of mother and generally to calm down when he heard his mother's voice is known that before it is born he is familiar and knows as the voice of the response. The first two months after birth, babies are able to distinguish sounds in the audio (Doğan, 2011). Babies with 4 to 6 years of age with development of listening, also develop the ability to make inferences and predicting . From the age of six in understanding the effect of listening factor is increasing. Children's language skills and listening comprehension, has evolved in parallel to this over time. (Lepola, 2012).

Listening, is the ability to fully express to be forwarded to the desired message across to the others. Listening; which is an important part of the education and communication process consists of the stages as interest, hearing, attention, comprehension, listening, evaluation, response and provision (Ozbay, 2006). Listening is speaking and voices in the mind of a complex process that involves meaning. This process occurs phases of hearing, concentration and elaboration. Hearing is the first step of Listening process. Listening process starts with the sound and verbal stimuli are heard. In the second phase concentrated attention to stimulating interest and are selected from stimulants necessary. Knowledge and understanding of selected ideas, make sense such as sorting, classification, relationship building, organizing and evaluating after passing through various mental processes based on a person's mental structure (MEB 2005).

Before deciding to the kind of Listening, some stage of listening skills are required. Before you begin the process of listening, listening environment is should be ready the model to create and should implement activities to assess, as a result, it is necessary to set targets for listening (Wodvin 2010).

According to Maden (2011), the listening, is divided into several kinds:

1. Active listening: In active listening, the people who are listening giving full of their attention . In active listening listeners are listening the opposite speaker with great devotion and of high energy by establishing direct eye contact with.
2. Participants listening: the listener pays attention to the speaker's promise and purpose and when understands the speaker's purpose listening is realized.
3. Passive listening: the listener do not pay attention to what speaker tells against, however the speaker-listener relationship, is not established. In Passive listening, passive listeners rarely get the word out and speaks.
4. Neutral listening: the listener during a conversation is not in the receiver position. During the conversation listens as indifferent and inattentive. In this case, the audience is bored and restless. In neutral listening audiences do not pay attention to the content of the speech and do not, make eye contact directly with the speaker.
5. In terms of individual and community life listening seems to be vital. According to Temizyürek (2012) the person who spends the time without sleeping also spends approximately 75% of the time with the oral communication activities and Temizyürek suggests that in communication elapsed time is for 60% listening and 40% of the speech. Hence it is understood that people talk and listen about 12 hours a day.

## **Listening Skills**

Listening skills, acquired over time and are having an important place in human life. Not only listening skills but also other language skills, in this sense is necessary for human beings. According to Sever (2006), the listening, speaking, reading and writing activities, make sense with many applications instead of providing information. Because , no matter how important and comprehensive the information about listening, speaking, reading and writing is given on the principles and rules, in order to transform the lives of students in the courses must be applied and in practice it should be built-in behavior of these skills. How the "Swimming in water is learned." Sentence reflects as a necessity to swim into the water to learn to swim, and for the development of linguistic skills students can use these skills, they can test the learning environment and it should be created. In this sense Listening skill is a training environment, and in any time of life, practically and theoretically has an important place in people's lives.

## **Method**

The study, conducted for the attitude of listening skills, is a scale development study. This study, covers the analysis of the reliability and validity of the scale related to listening skills. The study group of

the scale constitutes a total of 553 students who study in the 2013-2014 fall semester of junior high school in Isparta province. The study group consists of 265 male students and 268 female students.

### Data Collection Process

In the process of the preparation of the scale, primarily the scale developed by Balcı (2009) has benefited from. Also articles are added by making the work required literature. After obtaining the necessary expert opinion a 29-item question pool has emerged. In this developed scale 5 point Likert-type scale was arranged. The items in the scale was scored as "Completely Agree" (5), "Agree" (4), "Undecided" (3), "disagree" (2) and "completely disagree" (1). A pilot group of 56 people made as a result of the application of certain substances by subtracting the number of items was reduced to 23. These substances were collected in 4 subscales. As students' listening validity of attitude scales, exploratory factor analysis for construct validity and reliability study for Cronbach's alpha internal consistency coefficient, test-retest reliability study and lower the top group was carried out. For reliability and validity studies program SPSS 21 0 is used.

## Results and Comments

### Validity

Listening to examine the construct validity of the attitude scale, exploratory factor analysis of the correlation matrix between all substances examined primarily significant correlation of factor analysis was done according to the observation. The suitability of the data for factor analysis the Kaiser-Mayer-Olkin (KMO) and Bartlett's test were examined by coefficient. It is necessary that KMO 0.60 is higher than the emergence and Bartlett's test is significant, (Büyüköztürk, 2007) . While starting factor analysis suitability of the data in order to test the Kaiser-Mayer-Olkin (KMO) coefficient and Bartlett's test were examined and KMO value. 85, Bartlett's value, however, 3576.335 ( $p < .000$ ) in the emergence of data AFA (Exploratory Factor Analysis) suggests that it is appropriate. In the literature, there is a widespread opinion of a material factor loading value of the minimum size is .32 (Büyüköztürk, 2010) Starting from this cut-off point is determined to .32. In this study, analysis of the varimax orthogonal rotation was used and examined after screeplot graph is four-factor structure has been decided. Factor loadings less than .32 and comorbid substance after removing the two 23-item variance explaining 49.1% of the structure was obtained.

Table 1

*Substances and The Variance Explained Percentage Breakdown Factors*

Substances	1. Factor	2. Factor	3. Factor	4. Factor
S18	,730			
S16	,686			
S21	,648			
S24	,631			
S22	,619			
S15	,581			

Substances	5. Factor	6. Factor	7. Factor	8. Factor
S19	,545			
S20	,525			
S12	,506			
S10	,456			
S14	,411			
S4		,871		
S25		,865		
S2		,864		
S17		,863		
S5			,773	
S7			,685	
S3			,654	
S6			,613	
S9				,691
S1				,665
S13				,589

Table 2

*Factors that Explain Variances*

Factor in such	Total	% Strength explaining the variance	Total% of Variance'm naked
1	4,783	21,741	21,741
2	2,971	13,503	35,244
3	1,847	8,393	43,637
4	1,197	5,440	49,077

This scale was named to value subscales the benefits, effects, and a willingness. The first factor of the agents; the benefits of listening skills of the individuals were found to be associated with lower size. These factors listed under ingredients contribute such skills providing ways individuals as listening increases more mental capacity of the human and for the world a better understanding of the event to gain perspective of human imagination to develop and versatile thinking. Benefits of factors grouped under the factor loadings of the 11 items ranged from .73 to .41. The second factor of substances; have been collected under the impact factor the individuals affected by listening, that success in life, quick thinking habits. 4 substances collected under the impact factor of the factor loadings ranged between .86 and .87. The third factor of substances; reluctant attitude of individuals towards listening, listening to the unloved, hate to be boring, because of the willingness of such cases have been evaluated under the

title. Collected under Article 4 of the willingness factor factor loadings ranged from .77 to .61. The fourth factor of substances; not worth listening to individuals determined to be associated with and valuing these factors are discussed under the name. Valuing factors collected under Article 3 of the factor loadings ranged between .58 and .69.

### **Reliability Studies: Cronbach's Alpha Reliability**

To determine the scale's internal consistency, Cronbach's alpha coefficients were analyzed. The calculated internal consistency coefficient; the internal consistency coefficient for the whole scale was found to be 75%. In addition, internal consistency coefficient, in turn, benefits .80 for the subscales; effect of .89 for subscales; willingness to lower the size and value of .70 to .45 for the subscales were calculated. According to the findings obtained from the analysis of the WTO 's (Listening Attitude Scale) said that the scale is a reliable scale.

### **Sub-group of the Reliability**

A reliability study reported 27% lower in comparison with the group is the parent group of 27%. Groups to see if there is a significant difference between a 27% (150) and the top 27% (150) in the groups were analyzed by t-test. Analysis of groups in the up-down were found to be statistically significant difference.

### **Test-Retest Study**

Confidence intervals for the last 4 weeks of the test-retest method was used. Pearson's Product Moment Correlation coefficients were calculated in the analysis of .72 ( $p < .001$ ), no significant correlation was obtained. According to Tavşancıl (2010), the reliability coefficient is expected to be positive and at least .70. According to this information, a scale said to be reliable.

## **Conclusions and Recommendations**

In this study, secondary school students' listening skills to determine attitudes about the 23-item "Listening Skills Attitude Scale" development work was carried out. Scale development purposes, a literature review was conducted and 270 participants were asked open-ended questions on the subject orienting item pool was created. Questions in the pool in accordance with Article 29 substances identified as expert opinion, 56 participants were performed pre-treatment. 2 questions that can not be understood by the participants in accordance with expert opinion substances were removed from the pool. As a result of the analysis of research data and comorbid substance was removed and 4 KMO value is .85, while Bartlett's value 3576.335 ( $p < .000$ ), respectively of the available data it was concluded to be suitable for scale development. For construct validity as a result of the exploratory factor analysis, which explained 49.1% of the total variance was observed. As a result of exploratory factor analysis "Listening Skills Attitude Scale" Article 23 of the "Benefits", "Effect", "willingness" and "Valuing" subscale were identified. As a result of the analysis, Listening Skills Attitude Scale has concluded that to measure attitudes towards students' listening. This scale is thought to be useful to researchers who want to study on to determine attitudes on the listening skills of secondary school students.

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