

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is an essential skill for learning English. Listening is also an essential part of learning English.¹ Listening is an essential part of our daily lives. In any case, we need the domain skills to listen to effective communication when we are involved in an interaction. Learning English as a foreign language requires the ability to listen. It does, in fact, play a significant role in communication. It is because understanding the information received as input is the most important aspect of language acquisition. There are several factors that become obstacles in the process of realization of hearing understanding. According to Goh in Vina (2018) the obstacles in listening are defined as external and internal characteristics that can affect the understanding of an oral text relating to cognitive procedures at every stage of hearing understanding.² Motivation, auditory problems, physical conditions and self-limitation in maintaining a thinking approach belong to internal factors, while the material, the environment, the speaker, style and the voice technique are external factors this makes it difficult to

¹ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "The Significance of Listening Comprehension in English Language Teaching," *Theory and Practice in Language Studies* 6, no. 8 (2016): 1670.

² Vina Agustiana, "Listening Anxiety Among Indonesian Efl Students," *Indonesian EFL Journal* 5, no. 1 (2019): 13.

listen to. In order of frequency, the most common problems students encounter when listening are: quickly forgetting what they are hearing, not recognizing a word they know, understanding a message but not the intended message, or ignoring the next part when thinking about meaning.

Anxiety is one of the emotional conditions that makes listening difficult.³ Anxiety is a state of mind that occurs in anticipation of something that threatens. Anxiety is a powerful factor in the domain of foreign language learning, and it has a significant impact on student performance. Many advanced and successful foreign students claim to have felt a great deal of anxiety while learning and using a foreign language. Furthermore, each student's anxiety in determining various causes of listening is caused by themselves as well as some or all of the circumstances. Students are concerned about comprehending and correctly interpreting the message. The large number of students who complain about listening difficulties in a foreign language may be due to a sense of inadequacy or lack of confidence.

Moreover, anxiety of each student in doing different listening causes, there are caused from within listening material factor, lecturer's factor and student's factor. The content, length, speed, number of words,

³ Khairani Ade Guswita and Sugirin Sugirin, "Factors Affecting Listening Anxiety of Senior High School Students in English Classroom," *JOALL (Journal of Applied Linguistics and Literature)* 6, no. 1 (2021): 32–45.

etc. in the listening material affect the quality of the listening. In the listening class, the teacher organizes and supervises the whole process. Teachers are an important aspect in listening. For example, students are always afraid of unknown arguments, and having the teacher who organizes some heating activities during the present phase can provide students with useful information based on material that will help them create trust while listening and effect to listen. Students participate in listening activities determine the result. The student's progress, knowledge, learning strategies, and output are all factors in anxiety.

Regarding the preceding statement, the researcher is interested in analysing the factors and the frequent factors that contribute to students' listening anxiety in English as EFL learners.

B. Identification of the Problem

According to the background of the research, the researcher identifies the problem of this study that would investigate in the study, as follow:

1. Students feel worried that they will not understand or catch the meaning of the audio or recording.
2. Students have bad mindset of listening skill.
3. Students have difficulty in the listening material.

C. Statement of the Problem

Based on the background above, the researcher formulated a

research statement as follow:

1. What are the factors cause the students' listening anxiety in English as EFL learners?
2. What are the frequent factors cause the students' listening anxiety in English as EFL learners?

D. Objective of the Study

Based on the research question, the objective of the research is to find out the factors and the frequent factors cause the students' listening anxiety in English as EFL in learners.

E. Limitation of the Study

In this study, the researcher focused on finding the factors and the frequent factors that cause the students' listening anxiety in English as EFL learners at 2nd semester of English Education Department in Universitas Islam Negeri Sultan Maulana Hasanuddin Banten.

F. Significance of the Study

The results of this research are expected to support information about the factors and the frequents factors causes the students' listening anxiety in English as EFL learners. In addition, this research is also expected to be useful for lecturers and teachers to be able to classify students' listening anxiety in English as EFL learners.

G. Previous Study

In this study, the researcher uses three previous studies as a consideration in doing this research. Those previous studies are:

Nindia Apriyanti, Islamic University of Indonesia Yogyakarta (2020) Listening Anxiety of EFL Undergraduate Students: A Survey Study. The aim of this study is to identify the listening anxiety of EFL undergraduate students at a private university. This research is a survey study, the method that used in this research is quantitative. The findings describe three factors of EFL listening anxiety as followed: the most influence and highest score is the factors of Worrying about Test Difficulty with mean (M=3.98), followed Taking English Listening Course as a Requirement with mean (M=3.95), and Low Confidence in Comprehending Spoken English with mean (3.13). In conclusion, the researcher found that Worrying about Test Difficulty is the most influence factor of EFL listening anxiety. The difference between this research and the previous study above are the first previous study is only focused on the listening anxiety of undergraduate student at a private university, while the researcher observed at the Islamic University. The method used in this research is also different, this research used qualitative while the previous used quantitative.

Siti Ulfah (2021), the State Islamic University of Sunan Gunung Djati Bandung The Analysis of Students' Listening Anxiety Level in ELearning: A Qualitative Descriptive Study of English Education Department at State Islamic University. Therefore, this study is intended to analyze students' listening anxiety levels, especially in E-learning. This study aims to observe students' listening anxiety in e-learning and the causal factor of students' listening anxiety in e-learning. This research applied the qualitative descriptive method and was conducted in the second semester of English Education Department at UIN Sunan Gunung Djati Bandung. The participant for this research was selected by purposeful sampling. To obtain the data, the researcher conducted questionnaires and interviews. The study involved 20 participants including 4 participants of high level listening anxiety, 12 participants of moderate level listening anxiety, and participants of low level listening anxiety. The study found that the causal factor of listening anxiety is different depends on the level of the listening anxiety. To sum up, there are four factors that caused the students' listening anxiety: lecturer factors, student factors, listening material factors, and other factors. In conclusion, this study reported that the majority of participants are at moderate level of listening anxiety. Hopefully, by recognizing the factors that contribute to foreign language listening anxiety, the lecturer will reduce listening anxiety through effective listening strategies. The difference between this

research and the previous study is in the result obtained.

Ida Matul Hoir, Islamic University of Indonesia (2021) A Survey on Factor Listening Anxiety of EFL Undergraduate Students. The study aims to identify the factors of EFL listening anxiety at the Second Semester English Language Education Department Islamic University of Indonesia in the academic year of 2020/2021. This research employed survey research. The researcher uses a quantitative approach. The findings describe three factors of EFL listening anxiety as followed: the most affecting and highest score is the factors Worrying about test difficulty with 69,6%, followed by English Listening Course as requirement with 52,2%, and Low Confidence in Comprehending Spoken English with 21,7%. The conclusion of this research is the worrying about test difficulty category measures listening anxiety caused by problems related to the test. It was found that the problem that most caused listening anxiety was if the questions faced during the test were not in accordance with what had been taught. The difference between this research and the previous is the method used from previous research, namely survey research, while this research uses a case study.

H. Organization of the Study

This study is divided into five chapters, with the points to explain in each chapter.

Chapter I Introduction, it contains the Background of the study, identification of the problem, statement of the problem, objective of the study, limitation of the study, significance of the study, previous study and the organization of the study.

Chapter II Theoretical Framework, it contains concept of listening, concept of anxiety, concept of listening anxiety, and conceptual framework.

Chapter III Research Methodology, it contains method of the research, place and time of the research, participant of the research, the technique of data collecting, and the technique of data analysis.

Chapter IV Result and Discussion, this chapter describe the analysis of research result.

Chapter V Conclusion and Suggestion.