

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of the most important language skills to master as it is involved in every activity we do in our daily lives. Without learning to listen first, other language skills and development may not go as well.¹ However, Learning listening skills is incompatible with learning other language skills such as speaking, reading and writing. Students, especially EFL learners have difficulty when listening because the school or teacher is more concerned with the ability to write, read and vocabulary mastery of students, so when facing listening comprehension tests arise anxiety in students. When students feel anxious or have difficulty in listening, their listening skill will be disrupted. That issue is very important in the development of listening skills and listening comprehension

The ability to comprehend spoken language is one of the key factors in language learning, as language activities commonly performed in everyday life are essentially listening activities. Schwartz said adults spend half of their communication activities listening, but school students

¹ Suri, D., Zulkarnain, I., & Rahmawati, W. T. (2022). THE effect of power point presentation technique on students' achievement in listening. *Excellence*, 2(1), 16-20.

get 90% of their information by listening to both teachers and others.²

Listening is one of the receptive skills before reading. According to Brown “Classroom audiences listen more than they speak, so listening is an important factor in language learning and teaching.”³

In language learning, emotions are important because they can affect the student's learning process. Emotions influence learning in the most fundamental way because emotions are the basis of learning strategies and techniques⁴. Anxiety is a subjective emotion such as tension, fear, irritability, and worry associated with autonomic nervous system excitation⁵. Listening learning strategies that are used now less effective, then in need of an effective strategy to improve the ability to listen well.

Socio-affective strategies are one of the strategies that can improve students' listening skills. There are three strategies that are often used, namely cognitive, meta-cognitive and socio-affective strategies. Socio-affective strategies are believed to overcome listening anxiety. Because it involves other people in learning so that it can reduce the anxiety of students. Socio-affective strategies address students' interaction with

² Schwartz, Ana Maria, *Listening in a Foreign Language*.(Washington.DC : Center for Language Initiatives University of Maryland Baltimore County.1998)

³Brown, H. Douglas. *Teaching by Principle and Interactive Approach to language pedagogy*.(New York: Longman. 2001)

⁴ Brown, H.D, *Principles of language learning and teaching*.(New York: Pearson Education. 2007)

⁵Pan Y, *Analysis of Listening anxiety in EFL class*. (International Journal on studies in english language literature, 2020)

others. By building up a degree of sympathy between the speaker and the understudies, it fortifies picking up information in a non-instructional way⁶. Socio-affective strategies have two sub-categories, cooperative strategies, which are spoken to commonsense authority and good teamwork, and ask-for-clarification strategies can be accomplished through a individual discussion with the educator inside or outside the classroom⁷.

Based on pre-research which conducted observation and interviews, It finds that less enthusiasm and sleepiness among students, and confusion during listening exercises. The English teacher also discussed listening anxiety among students, citing difficulties in understanding vocabulary and the noisy atmosphere. Students reported fear and anxiety during listening tests, and a lack of mastery of vocabulary and complicated native speaker pronunciation. The study concluded that students at MA Miftahun Najah mostly experience difficulties in learning English, particularly in listening skills. Factors contributing to listening anxiety include low self-confidence, fast text, lack of concentration, and vocabulary mastery.⁸

⁶Brown, H.D. *Teaching by principles: An interactive approach to language pedagogy*. (2000)

⁷Muin, A., &Aswati. *Effects of socio-affective strategies on students' self-confidence in classroom speaking activities*. Loquen: English Studies Journal, 12(2). (2019)

⁸ Pre-research observation, nur inayah, MA Miftahu Najah, 28 april 2023

According to Eunike and Adaninggar, they found a non-significant negative correlation between participants' listening anxiety and Socio Affective Listening Strategy,(SALS) $r(72) = -.12, p>.05$. The negative relationship, although weak and statistically insignificant, suggests that the more participants use SALS, the less anxious they are in L2 listening. Likewise, the less learners used SALS, the more anxious they were in L2 listening. The research gap between socio-affective strategies and listening anxiety is not significant because these activities are learner-centered so that they can develop socially effective strategy skills and emphasize overall comprehension rather than grammar.⁹

According to Maghadam and Kowsari, The findings of this study also indicate the extensive use of socio-affective methods by Iranian upper and intermediate level EFL learners. Moreover, the findings show that cognitive strategies are the most important element in listening comprehension, followed by socio-affective strategies, while meta cognitive techniques have the least impact.¹⁰

⁹Eunike Putri, A. Indonesian L2 Learners Listening anxiety and socio affective learning strategy : A case study. *Englisia : Journal of Language Education and Humanities* .(2022)

¹⁰Maghadam, K.. Examination of Listening Comprehension Strategies used by Iranian upper-Intermediate an Intermediate EFL Learners. *International Journal of Social and Educational Motivation* .(2014)

In line with Katrin, she is verified that using more socio-affective methods and, as a result, improved listening comprehension were positively impacted by the teacher's feedback. These tactics were beneficial because they made it easier to provide a safe space where students may make mistakes without fear. This result confirms the findings of Krashen, who discovered that lowering the affective filter is the most effective way to learn a second language. According to Krashen, students are less scared to make mistakes when they are in a low-stress setting. Anxiety and worries act as filters that prevent students from understanding new information.¹¹

In previous research, the discussion of studies on socio-affective strategies has been widely carried out. However, there are differences in the results shown by previous studies. in Eunike and Adaninggar's research, it can be concluded that between socio-affective strategies and listening anxiety is not significant because this activity is learner-centered so that it can develop socially effective strategy skills and emphasize overall understanding rather than grammar. while according to kowsari and mogadham, explaining that socio affective strategies are often used in

¹¹Katrin, N. s. Effects of Socio Affective Strategy Training on Listening Comprehension. *Universitas putra malaysia* .(2021)

listening comprehension, the gap in this study is the use of socio affective strategies for students who have listening anxiety. And in Katrin's research explains that the use of socia affective strategies has a positive impact on improving listening comprehension, and also has a good impact on students because they are not afraid to make mistakes etc. The gap from this research is the way or stages of the socio affective strategy to reduce anxiety in students.

Based on previous studies above, it can be concluded the results are inconsistent, then in this study the researcher will submit new data in accordance with the current situation. Beside that, Socio-affective strategies have the opportunity to minimize listening anxiety and in previous studies no one has discussed the performance of socio-affective strategies in minimizing listening anxiety. With these explanations, the researchers were interested in conducting a study entitled “ An Analysis of Socio-Affective Strategy to Overcome Listening Anxiety in Senior High School”

B. Identification of Problem

Based on the background of the above research problem identification can be done as follows :

1. Students experienced many difficulties that cause anxiety listening in learning for high school students.
2. Teachers less apply and also pay less attention to listening comprehension in learning.
3. Strategies used by teachers are less effective in improving listening comprehension.

C. Focus of the study

In this study the researcher will focus on discussing the problems that have been outlined in the background and simplified in identifying the problem so that will be discussed is the application of socio-affective strategy to overcome listening anxiety that occurs in students. The place that will be used as a research location is MA MiftahunNajahLamongan, Kramatwatu, Serang-Banten. The scope of this study is the researcher wants to know the problems experienced by students so that the occurrence of listening anxiety then the researcher also wants to analyze the performances of socio-affective strategies as a solution to reduce listening anxiety.

D. Research Questions

Based on the problems that have been described above, the questions that will be asked for this study are as follows :

1. What are the factors that influence the occurrence of student listening anxiety ?
2. How is the performance of the socio affective strategy in reducing students' listening anxiety

E. The Objective of The Study

1. To analyze the factors that influence the occurrence of listening anxiety in students of MA Miftahun Najah
2. To find out how the socio affective strategy is performing in helping to reduce the listening anxiety of MA Miftahun Najah students.

F. Previous Relevant Studies

There are several previous studies of strategy socio affective and listening anxiety on student, the first is :*Indonesian L2 learners' listening anxiety and socio-affective listening strategy: A survey study*. The authors of this study are eunike and adaninggar from dutawacana Christian University Yogyakarta . The aim was to investigate the interaction between listening anxiety in language learners and their effective social strategies. This study uses quantitative methods using google form instruments aimed at 74 participants other than students majoring in English. From the research it was found that the correlation between anxiety and listening to socio-affective is not significant. Several pedagogical implications are suggested. This includes promoting more

learner- centred activities where learners can develop their skills for socially effective strategies and emphasizing overall understanding rather than specific grammatical aspects in L2 listening activities.

The second previous study is *Examination of Listening Comprehension Strategies used by Iranian Upper intermediate and Intermediate EFL Learners*. The authors of this research are moghadam and kowsari from Islamic Azad University, Torbat e Heydarieh Branch and Hakim Sabzevari University, Iran. The purpose of this research is to find out the strategic listening used by senior and secondary students in Iran and to compare between the two. The method used in this study is a quantitative method and uses a questionnaire instrument aimed at two classes totaling 30 Persian students. The results of this study indicate that the listening strategy used is cognitive meta cognitive and also a socio-affective strategy. The results also show that cognitive strategy is the most robust predictor of listening comprehension, followed by socio-affective strategies, whereas meta cognitive strategies are the least playful predictor of listening comprehension.

The third previous study is *Effects of Socioaffective Strategy Training on Listening Comprehension*. The authors of this study are Katrin Shamshiri and others from University putra malaysia. The purpose of this study was to study socio-affective strategy instruction to Malaysian

students in listening comprehension. The instrument used in this study consisted of two samples of IELTS listening portions used as pretests and posttests, and six samples of listening practice. The results showed that the experimental group performed better than the control group on the post hoc tests, confirming the positive effect of using this strategy in previous studies.

Based on the explanation above, there are several previous studies that have similarities. The first similarities from the first previous study is to analyze listening anxiety in students and also social affective strategies in students. While the difference is that the research identifies listening anxiety interactions in language learners and examines the effectiveness of their social strategies. While this research aims to find factors that cause listening anxiety and analyze the performance of social affective strategies in reducing listening anxiety. The similarity of second previous study is the same as analyzing strategies in learning, be it cognitive, metacognitive or socio affective. The difference is that the research discusses all strategies used in learning by EFL Learners, while this research only focuses on socio affective strategies. The similarities in third study, which focuses on socio-affective strategies and differences in this study using pre-test and post-test and does not explain anxiety. Both in terms of topics, namely listening anxiety and socio-affective strategies, or in terms of

methods and research instruments. However, apart from these, there are many differences between previous research and this research. Both in terms of research focus, problem formulation, research location and also data collection techniques. Then, none of the previous studies discussed the performance of socio-affective strategies to overcome the phenomenon of listening anxiety in students. Therefore the researcher raised the topic or research title "An Analysis of Socio-Affective Strategy to Overcome Listening Anxiety in Senior High School"

G. Significances of The Study

This research is expected to be useful in the future both in terms of theoretical and practical and researchers hope to be used as a strategy in the learning process especially in learning listening comprehension.

a. Theoretical Benefit

This research is expected to increase readers ' knowledge about listening anxiety in students who are overcome by socio-affective strategies and become a reference and can still be developed for further research.

b. Practical benefits

In practical terms, this study can provide benefits in the form of methods in the process of listening learning, namely listening learning

methods using socio-affective strategies to overcome listening anxiety in students.

H. Organization of The Study

The researcher will arrange five chapters and each chapter consists of several points to explain the chapter.

Chapter I is The Introduction. This chapter contains: research background, Problem Identification, research scope and limitations, research questions, Research objectives, research significance and previous research,

Chapter II is a Literature Review . This chapter contains: listening theory, listening teaching, listening anxiety types of listening learning strategies, definition of socio-affective strategies. Advantages of socio-affective strategies ,

Chapter III is Research Methodology. This chapter consists of: research methodology which includes research design, research location, and data collection methods.

Chapter IV is Findings and Discussion. This chapter presents the results of data analysis and discussion of socio-affective strategies in learning to overcome listening anxiety in students

Chapter V is Conclusions and Suggestions. This chapter presents the conclusions of the overall content of the study and the suggestions given by the researcher to his readers.