

CHAPTER I

INTRODUCTION

A. Background of Study

As a foreign language, English must be taught in every school in Indonesia, because English has been an International Language. Using English language anyone can makes an International relationship, it be an important tool for communicating and gaining information, science, knowledge, technology, art and culture. Listening comprehension is the first step in learning English as foreign language. It is one of the basic language skills in communication, Ghemrani stated that, listening is basic skill in language learning, it plays a crucial part in communication and in language acquisition. Without listening skill learners will not learn communication effectively.¹

The students must listen to every material that explained by the teacher such as grammar, vocabulary, pronunciation, also in discussion at the class as well as possible, then, the students could understand the whole of the material well. Harmer stated that, listening is also good for the pronunciation of students, because the more they hear and understand the English spoken, the more they absorb the appropriate tones and intonations, the stress and sound of each word and that blend together in the connected speech.² It seems like the foreign language teacher couldn't belittling listening comprehension, because every students need a good listening to comprehend another skills.

¹ Diamonta Ghemrani, "The Main Factors Causing Foreign Language Learners Anxiety in Listening", (Unpublished, A Master's Degree Dissertation, Mohamed Kheider Biskra University, June, 2015), 5.

²Jeremy Harmer, *How to teach English*, (Beijing: Pearson Education Limited, 2007). 133.

However listening is one of receptive skill which is mostly used in every conversation or activity, therefore listening has very important role in learning English language. Based on the research of Mandelshon which quoted by Abbas and Reza, The total spent in communicating, writing takes 9%, reading takes 11-16%, speaking takes 20-30%, and listening takes up to 40-50%.³

In language learning, Language anxiety has become one of the most influential elements. Numerous researchers have explored about it. Learning listening is one of the most difficult tasks for any foreign language students because there are no rules as in learning grammar or writing, then the students have the difficulties when listening to English language, thus they become anxious.

According to Field, “The reader retains evidence on the page of the words that have been read, whereas listening relies upon information that is transient and unfolds in time. So reading can be recursive, with the reader going back to check word recognition and to check overall understanding in a way that the listener cannot. The transitory nature of listening appears to be a major cause of second language listener anxiety, leading to the often-expressed conviction that native speakers ‘speak too fast’ or ‘swallow their words’.”⁴ Herwitz and Cope stated in Yuan, foreign language anxiety is “a distant complex of self-perceptions, beliefs, feeling, and behaviors related to classroom language learning arising from the uniqueness of language learning process, also differs from general

³ D. J. Mandelshon in Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, “A Study of Factors Affecting EFL Learners’ English Listening Comprehension and the Strategies for Improvement”, *Journal of Language Teaching and Research*, Vol. 2, No. 5, (September, 2011), 977.

⁴ Jhon Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 38.

communication anxiety.”⁵ In other words, language learners could feel language anxiety that caused by the process of language learning in classroom. Beside of that, Hewitt and Stepshon satated in Elaldi, if the students are exposed to several negative experiences in foreign language it could be occur foreign language anxiety for the students.⁶

It is not only one cause or source that might make students feel anxious while they are participating classroom activities such as listening lesson and listening test, any of students must be have their own anxiety source and they must be feel different indication of anxiety too. Based on research of Mac Intyre and Gardner which quoted by Arnaiz and Guillen found that “language anxiety was negatively correlated with language course grades in French as a second language”.⁷ Moreover Zhao in Elaldi Stated that, language anxiety could make students discouraged, unconfident with their abilities, escape from participating classroom activities, and even give up to learn language well.⁸

From the first observation, the researcher found that some sttudents of second semester of English Education Department still feel anxious during participating listening activities, either in listening class or listening test. From the questionnaire that researcher has given to the students, the researcher found some problems that might make them feel anxious during participating listening activities, such as: the students afraid they can’t listen clearly to the speaker or there is any problem to the audio recorder and make them unclear in listening to it, the students also feel anxious if

⁵ Yuan Chao, “Comparison of Two Models of Foreign Language Classroom Anxiety Scale”, *Philippine ESL Journal*, Vol. 7, (Jully, 2011), 73.

⁶ Senel Elaldi, “Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey”, *Academic Journals*, Vol. 11, No. 6, (March, 2016), 220.

⁷ Particia Arnaiz and Felix Guillen, “Foreign Language Anxiety in a Spanish University Setting: Interpersonal Differences”, *psychodidactic magazine*, Vol. 17, No. 1, (January, 2012), 8.

⁸ Senel Elaldi, “Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey”, *Academic Journals*, Vol. 11, No. 6, (March, 2016), 220.

there is another loud voice or sound that disturb their listening then they passed some words. Some of students feel nervous if the speaker speaks too fast or if there is no repetition, because they can recheck the spoken text that they not understand yet and the students also afraid because they feel poor of English Vocabularies, they afraid that they will find many of new words and they don't know the meaning, it's cause them not understand the message of the spoken text. Even they feel anxious if they get a fierce lecture for listening lesson. Some students feel anxious to the test of listening itself, they feel anxious if they will not understand the questions and they afraid that they will get a bad result for the test. Based on problems above, the researcher can assumed that any student has their own anxieties during participating listening activities, either in listening lesson or listening test. And their sources of anxiety are not only come from themselves but also come from out of themselves, such as in lectures, speaker and environment of the class.

According to Fang, a low-anxiety classroom environment is really needed, because in participating listening class the students must be active and strategic in order to make them effective listeners. The first step to prevent it is recognizing the effect of anxiety in listening and the next step is to find out the sources of listening anxiety and propose solution.⁹ Due to the fact that Universities pay more attention to English grammar, writing and vocabulary, learners have serious problem in English Listening Comprehension. Beside of that, researchers associated Foreign Language Anxiety state that listening and speaking as the most affected skills by anxiety. In order to prevent all statements above, this research analyzes the sources of students' listening anxiety and their solutions to reduce their anxiety level.

⁹ Fang Xu, "Anxiety in EFL Listening Comprehension", *Theory and Practice in Language Studies*, Vol 1, No. 12, (December, 2011), 1709.

B. Research Questions

The research questions are:

- 1) What are the sources of students' anxiety in listening?
- 2) How do they reduce their listening anxiety?

C. The Objective of Study

The objectives of study are:

- 1) To identify the sources of students' anxiety in listening.
- 2) To find out the students' own solution to reduce their anxiety in listening.

D. Significance of Study

- 1) Teachers

As reference to the previous researchers that anxiety is one of the most influential elements in learning listening. The result of this study is expected to be able to help teachers to understand the sources of students' anxiety in listening and to find the way to resolve the students' anxiety in order to improve the students' achievement especially in listening.

- 2) Students

The result of this study is expected to be able to help the students to reduce their anxiety in listening, in order to improve their achievement in English lesson especially listening.

3) Researcher

The researcher can use this research paper to be her learning resource later and to gain knowledge from it.

E. Previous Study

1. Yuh-Show Cheng. EFL Learners' Listening Comprehension Anxiety. The researcher used qualitative and quantitative research of students at a University in northern Taiwan. Among students, 243 participants had to do with audio listening activities, and 118 with video viewing activities. It seems that video viewing activities did not provoke as much anxiety as audio listening activities. The result on sources of anxiety related to audio listening activities with input category of anxiety 31%, process category of anxiety 32%, instruction category of anxiety 32%, and personal category of anxiety 3%. It means that EFL students have their own anxieties in listening comprehension.
2. Bonnie Wing-Yin Chow. Anxiety in Reading and Listening as a Foreign Language in Chinese Undergraduate Students. This study investigated the effect of English Foreign language motivation, EFL learning strategies, and EFL performances on EFL reading and listening anxiety. By taking into account the major variables in the effective (e.g. motivation), cognitive (e.g. language learning strategies), and behavioral (e.g. performance) areas, this study a fuller understanding of the many aspects that influence an individual's foreign language anxiety.
3. Yen-Ju Chen, M.A. Foreign Language Listening Comprehension Anxiety and Anxiety Management Strategies. The researcher investigated three parts in the literature review: First, the report discusses the definition and process of listening comprehension;

second, it investigates the concept and components of foreign language anxiety and its measurement and impact; finally, the literature review focuses on the importance of foreign language listening comprehension anxiety, and lists its possible sources and influences. This study report aims to explore foreign language listening anxiety and provide a description of anxiety management strategies.

All previous study above search about the sources of students' language anxiety and the effect of language anxiety for the students. They used some teaching strategy to know what strategy that makes the students feel more anxious. However, on this research, the researcher would investigate the sources of students' language anxiety during participating listening class and to find out students' own solution to reduce their anxiety.

F. The Organization of Writing

The researcher used the systematic organization of paper that contains five chapters as the following:

Chapter I is introduction, it contains of Background of Study, Research Questions, The Objective of Study, Significance of Study, Previous Study, and Organization of Writing.

Chapter II is Theoretical Framework, it contains of Definition of Listening, Significance of Listening, Types of Listening, Listening Process, Definition of Anxiety, Categories of Anxiety.

Chapter III is Research Methodology, it contains Research Design, Research Site, Respondents, Data Collection, Research Finding and Result.

Chapter IV is Result of the Research, it contains of The Finding of Open-Ended Questionnaire, The Finding of Personal Interview, The Result of Open-Ended Questionnaire, The Result of Personal Interview.

Chapter V is Conclusion and Suggestion.