

CHAPTER IV

RESEARCH FINDING AND RESULT

In collecting data of the research, the researcher used two kinds of instrument, there are, open-ended questionnaire and personal interview. Open-ended questionnaire is used to find out the sources of students' anxiety in listening and personal interview is used to find out the students' solution to reduce their anxiety in listening.

A. Research Findings

1. The Finding of Open-Ended Questionnaire

In order to find out the accurate data of the sources of students' anxiety during participating listening lesson or listening test, the researcher used open-ended questionnaire, eight respondents are taken and given two questions. 1) Do you feel anxious during participating listening lesson? What make you anxious when you are participating on it? 2) Do you feel anxious during participating listening test? What make you anxious when you are participating on it?. The questionnaire was given to the respondents as written questionnaire. Then, the respondents can answer the questions on the blank page right after the questions. The finding of the sources of students' anxiety in listening is as follow:

Table 4.1

**The Students' Reported Sources of Listening Anxiety in Participating
Listening Lesson**

No	Raw Data	Categories	Sources	percentages
1	"I feared, i could not hear clearly about the text that has been spoken."	Process	Inappropriate strategies	12,5%
2	"I feel very anxious, cause I afraid if I don't understand what they speak, cause they are very quickly when speak."	Input	Nature of the speech	12,5%
3	"I feel anxious when I learn listening, cause, I don't understand and I less vocabulary."	Input	Level of difficulty	37,5%
4	"I feel anxious during participating listening lesson, because I'm afraid I can't understand what it means to be."	Input	Level of difficulty	

5	“I feel anxious because I afraid when lecture explain about the material I don’t understand.”	Input	Level of difficulty	
6	“I always feel anxious when listening, because when listening lessons started I had to be quite and listen with focus.”	Personal factor	Afraid of the subject	25%
7	“I always feel anxious when listening, because the focus of myself must be true in silence and calm.”	Personal factor	Afraid of the subject	

Table 4.2

The Students’ Reported Sources of Listening Anxiety in Participating Listening Test

No	Raw Data	Categories	Sources	Percentages
1	“I afraid when lecture ask me but I no understand what him ask.”	Personal factor	Fear of failure	12,5%

2	“I feel so very nervous.”	Personal factor	Nerves	12,5%
3	“I feel more anxious when listening test, cause when test the conditional of class very strained.”	Instructional factors	Uncomfortable environment	25%
4	“I always feel anxious, because usually every listening test, I always get the condition of the room and conditions that aren't conducive.”	Instructional factors	Uncomfortable environment	
5	“I feel anxious during participating listening test. Because, that is the test brought my result and I afraid my result I get small result”	Instructional factors	Lack of listening practice	25%
6	“I feel anxious during participating listening test, I'm afraid that I will get the small result.”	Instructional factors	Lack of listening practice	

7	“I feel anxious during participating listening test. I’m afraid that I will get the small result because I don’t understand what is the text about.”	Input	Level of difficulty	25%
8	“I always feel anxious, because I don’t know of vocabulary words.”	Input	Level of difficulty	

2. The Finding of Personal Interview

To find out the students’ solution to reduce their anxiety level, the researcher used personal interview. The researcher has given some questions to find out the students’ indication of anxiety while they feel anxious during participating listening activities, and to find out their solution to reduce their anxiety level. The finding of students’ indication of anxiety during participating listening activities is as follow:

Question:

“When you are anxious during participating listening activities, what do you feel?”

Students' answers:

AMR :

"I feel nervous, so like there is butterfly in my tummy and I feel anxious."

MBY :

"In listening test, I felt anxious. I felt nervous and afraid."

IM:

"I feel very nervous when listening activity."

SAS:

"Firstly, I very nervous. So Secondly, I think very dizzy and confused."

APA:

"I feel the first is dizzy, so frustration."

SW:

"I'm so nervous and I afraid I'm not understand."

SY:

"I feel nervous and confused to listen carefully to the text that has been spoken."

SFA:

"When I feel anxious in participating listening lesson or listening test, I feel panic and stuck focus myself."

Based on the personal interview too, the researcher has investigated the students' solution to reduce their anxiety level during participating listening activities. The researcher asked this question, "What types of exercises, setting or activities that help you to lower your anxiety level?". The finding of the personal interview is as follow:

Table 4.3

The Students' Solutions for Reducing Listening Anxiety

No	Raw Data	Categories	Suggestions	Percentages
1	"For listening test, I hope from the speaker from the lecture to speak clearly, so from the sound I hope there is no the mistake and must be comfortable for student. "	Process	Make the sound or the voice clear	25%
2	"I hope the lecture must check the tape recorder before test or lesson to make sure that there is no trouble on that tape recorder."	Process	Make the sound or the voice clear	
3	"I hope the lecture can speak slower."	Input	Speak slower	12.5%

4	“Preparation strategy, like I had better prepare myself before listening and try to learn more English lesson, so the last is positive thinking. “	Personal factor	More preparation	12.5%
5	“Type of exercise will be helping me to lower my anxiety level is, with a relaxation strategy, like we can take a deep breath. “	Personal factor	Meditation or breathing	37.5%
6	“I think must relax and focused to the lesson.”	Personal factor	Meditation or breathing	
7	“I think I have to calm down so focused and maybe I must sitting in front of.”	Personal factor	Meditation or breathing	
8	“When study listening activity, must more listening like in music, in daily activity or etc.”	Personal factor	More experience	12.5%

9	“The type of exercise, setting or activities that help me to lower my anxiety level, I try to make myself relax with the situation, and begin to focus my brain and hearing.”	Personal factor	Comforting self	12.5%
10	“I think the lecture not too serious during listening activity.”	Instructional factor	Increase a good environment	37.5%
11	“I think I wish the lecture will make fun environment to lower my anxiety level, such as game. “	Instructional factor	Increase a good environment	
12	“I think the lecture have to do something to make students feel comfy such as interesting thing.”	Instructional factor	Increase a good environment	

B. The Results

The researcher has found out the sources of students' anxiety during participating listening activities used open-ended questionnaire. From eight respondents, only one respondent did not experience listening anxiety during participating listening lesson, but he did experience listening anxiety during participating listening test. Besides of that, the researcher has found out the students' indications of anxiety and their solutions to reduce their anxiety used personal interview.

According to Fang, there are four general categories that determined sources of students' anxiety in listening comprehension, there are included listening anxiety associated with characteristics of foreign language input, listening anxiety associated with processing-related aspects of foreign language, listening anxiety associated with instructional factors, and listening anxiety associated with attributes of the teachers or learners.¹

1. The Result of Open-Ended Questionnaire

Based on Open-Ended Questionnaire, 50% of the students reported that they felt anxious in listening lesson associated with characteristics of foreign language input. Based on the table 4.1, level of difficulty of 37.5% as a source of their anxiety in listening lesson, they afraid that they will not understand the words or the topic that explained by the lecture or the speaker "I afraid when the lecture explain about the material I don't understand.". And nature of the speech of 12.5% also been their source of anxiety, one of students felt anxious when the speaker speaks too fast and she can't listen clearly to the speaker "I feel very anxious, cause I afraid if I don't understand what they speak, cause they are very quickly when speak".

¹ Fang Xu, *Anxiety in EFL Listening Comprehension*, Theory and Practice in Language Studies, Vol 1, No. 12, (December, 2011),1711.

25% of the students reported that personal factor is a source of their listening anxiety, two of the students reported that they always felt anxious during participating listening lesson, because every listening lesson started they must make themselves focus and they have to make themselves in true silence and calm condition, "I always feel anxious when listening, because when listening lesson started I had to be quite and listen with focus".

The last source is processing-related aspects of foreign language. Inappropriate strategy of 12.5% reported as the source of the anxiety in listening lesson, one of the respondents afraid that she can't listen to the material clearly, ". From the results of open-ended questionnaire none of the students feel anxious because of instructional factor.

Based on the table 4.2 the students reported their sources of anxiety during participating listening test. 50% of the students reported that instructional factor is their source of listening anxiety in listening test, uncomfortable environment of 25% is one of their sources of anxiety in listening test. The students felt that the class was very strained during listening test and they felt that the condition of the class is not conducive, "I feel more anxious when listening test, cause when test the conditional of class very strained". Lack of listening practice of 25% also been their source of listening anxiety, the students afraid that they will get the small result for listening subject and that makes them felt anxious during participating listening test, "I feel anxious during participating listening test, I'm afraid that I will get the small result".

25% of the students reported on personal factors as their source of anxiety in listening during participating listening test. Fear of failure of 12.5% is one of the sources, the student afraid that she can't

understand when the lecture asks her on listening test, “I afraid when lecture ask me but I’m not understand what he ask”. Nerves of 12.5%, is another source of students’ anxiety, the student felt very nervous during participating listening test, “I feel so very nervous”.

The last source of students’ anxiety in listening test is anxiety associated with foreign language input. Level of difficulty of 25% reported as their source of anxiety in listening, two of the students reported that they afraid they can’t understand about the text or they don’t know the words that used by the lecture or the speaker, then they will get small result because of it, “I feel anxious during participating listening test, I’m afraid that I will get small result because I don’t understand what is the text about”. From the results of the open-ended questionnaire none of the students feel anxious because of processing-related aspects of foreign language during participating listening test.

2. The Result of Personal Interview

Based on the personal interview, the students reported some kinds of indication of anxiety that they felt. Six of the students felt nervous when they are anxious during participating listening activities, and the students also afraid, they afraid that they can’t understand about the material or they can’t listen clearly to the spoken text. Some of them feel dizzy, confused, panic even frustration when they are anxious during participating listening activities.

Used personal interview, the researcher has found out students’ solutions to reduce their anxiety during participating listening activities. This is students’ solution to reduce their anxiety associated with characteristics of foreign language input, based on table 4.3 only 12.5% of the students reported that the speaker could speak slower,

then, the students can listen to the speaker clearer and they can try to understand the material that explained, “I hope the lecture can speak slower”.

The students reported their solution to reduce their anxiety associated with instructional factors, 37.5% of the students need a good environment to reduce their anxiety level during participating listening activities, they hope that the lecture would not too serious during listening activities, the students thought that the lecture need to give the students interesting thing while teaching listening lesson such as a game. Then, the students could feel more relax, “I wish the lecture will make fun environment to lower my anxiety level, such as game”, “I think the lecture have to do something to make students feel comfy such as interesting thing”.

75% of the students also reported the solutions to reduce their anxiety associated with personal factors. 37.5% of them reported that meditation or breathing was one of their solutions to reduce their anxiety level, the students though that they can take a deep breath before starting listening activities and they could feel more relax during participating listening activities, type of exercise that will be helping me to lower my anxiety level is, with a relaxation strategy, like we can take a deep breath”. 12.5% of the students also though that she have to make herself relax and try to focus her brain then, she could listen to the material carefully, “the type of exercise, setting or activities that help me to lower my anxiety level, I try to make myself relax with the situation, and begin to focus my brain and hearing”. It was a good thing that 12.5% of them knew that with more preparation and learn more about English they can reduce their anxiety, “preparation strategy, like I had better prepare myself before listening

and try to learn more English lesson”. Not only preparation, but also experience needed to reduce their anxiety, 12.5% of the students thought that they need more listening outside of the classroom, such as listening to the music or in conversation in their daily activities, “when study listening activity, must more listening like in music, in daily activity or etc”.

The last solution is to reduce students’ listening anxiety associated with processing-related aspects of foreign language. 25% of the students reported some solutions to reduce the anxiety, the students hope that the lecture could speak clearly or fluently, and they hope that the lecture could check the tape recorder before the lesson or the test to make sure that there is no problem in the tape recorder. Then, the students can listen to the speaker clearly.