

**THE RELATIONSHIP BETWEEN LISTENING ANXIETY AND LISTENING
COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS IN BASIC
LISTENING CLASSES AT UNIVERSITAS NEGERI PADANG**

Thesis

*Submitted as a Partial Fulfillment of the Requirement to Obtain a Bachelor of
Education in English Language Education Program*



By

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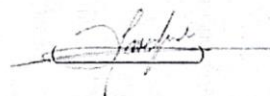
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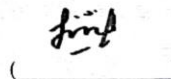
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Abstract

Listening anxiety which makes someone feel tensions, fear, uncomfortable, and worry was suspected to affect students' comprehension in listening class. Therefore, this research aimed to find the relationship between listening anxiety and listening comprehension of English department students who had taken the Basic Listening class at Universitas Negeri Padang. The type of research used in this research was correlation research. The population of this research was the second-year students in Basic Listening Class of English Department. The sample was 60 students who were chosen randomly from the total population using Simple Random Sampling. The data were collected through a questionnaire and an English listening comprehension test using Basic Listening final examination test. The results showed that Foreign Language Listening Anxiety (FLLA) and Listening Comprehension (LC) did not have any correlation ($\text{Sig. (2-tailed)} = 0.059$) which indicates the two variable of the research (listening anxiety and listening comprehension) did not necessarily affect each other. In other words, when a student has a high listening anxiety, it does not mean that their listening comprehension is low, and when a student has a low listening anxiety, it does not mean that they have a good listening comprehension. Further research related to listening comprehension and listening anxiety is suggested to do using a primary instrument for the listening comprehension test.

Keywords: *anxiety, listening anxiety, listening comprehension, basic listening.*

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Abstrak

Kecemasan Menyimak yang membuat seseorang merasa tegang, takut, tidak nyaman dan khawatir diduga mempengaruhi pemahaman siswa di kelas menyimak. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan menyimak dan pemahaman menyimak mahasiswa jurusan bahasa Inggris yang mengikuti kelas Menyimak Dasar (*Basic Listening*) di Universitas Negeri Padang. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian korelasi. Populasi penelitian ini adalah siswa tahun kedua di Kelas Basic Listening Jurusan Bahasa Inggris. Sampel adalah 60 mahasiswa yang dipilih secara acak dari total populasi dengan menggunakan *Simple Random Sampling*. Data dikumpulkan melalui kuesioner dan tes pemahaman menyimak bahasa Inggris menggunakan tes menyimak akhir semester kelas Basic Listening. Hasil penelitian menunjukkan bahwa Kecemasan Menyimak dalam Bahasa Asing (FLLA) dan Pemahaman Menyimak (LC) tidak memiliki korelasi ($\text{Sig. (2-tailed)} = 0.059$) yang menunjukkan bahwa kedua variable penelitian (kecemasan menyimak dan pemahaman menyimak) tidak saling mempengaruhi satu sama lain. Dalam kata lain, saat seorang siswa mempunyai kecemasan menyimak yang tinggi, bukan berarti pemahaman menyimaknya rendah, dan saat seorang siswa mempunyai kecemasan menyimak yang rendah, bukan berarti mereka punya pemahaman menyimak yang baik. Penelitian lebih lanjut yang berkaitan dengan pemahaman menyimak dan kecemasan menyimak disarankan untuk dilakukan dengan menggunakan instrument primer untuk tes pemahaman menyimak.

Kata kunci: *kecemasan, kecemasan menyimak, pemahaman menyimak, menyimak dasar*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is essential to be mastered for the sake of communication, especially for foreign language learners. However, due to English is not their first language, foreign language learners often feel anxious, even before they come to the classroom. This situation is called language anxiety. MacIntyre & Gardner (1994) describe language anxiety as the rising of tension and uneasiness in a second language context-listening, speaking, and learning and it prevents the students to get the successful target of their performance in language target. Horwitz, Horwitz, & Cope (1986) argue that majorities of language learners have experienced the language anxiety. The students think that English will be difficult and complicated to learn which will result in the anxiety itself.

There have been some researchers who have analyzed language anxiety. They are Horwitz (2001) that analyzed the relationship between language anxiety and academic achievement, Han (2013) and Karunakaran, Rana, and Haq (2013) that talked about the relationship between foreign language anxiety and the factors of foreign language anxiety and how to overcome the problem. The same analysis also has been done in 2016 by some researcher, such as Elaldi (2016) who discussed

foreign language anxiety levels of students, Lababidi (2016) discussed the perceptions, experiences, and anxiety the students had in a foreign language class, and how they solve the problems, Kralova (2016) discussed the language anxiety as a whole element, starting from the characteristics, factors, causes and the others related with language anxiety. Then there was Halder (2018) who discussed the relationship between English language anxiety and academic achievement.

In this research, one specific skill that has been analyzed and discussed was listening skill. Listening is considered as a really important skill to be mastered by students. This idea is supported by the fact that students spend most of their time to listen to what their teachers say in class, for example, presenting lectures, asking questions, and so on. As suggested by Yusnida, Muslem (2017) that the students are expected to listen more often than they speak, read, and write. This proves that in reality, listening skill is more important than other skills seeing from how often the students using it compared to other skills. Despite the fact that listening skill is very important, the students still have many factors that block them from gaining listening comprehension. In EFL classes, the students tend to have many difficulties in comprehending the listening. These problems would cause them to have listening anxiety.

Golchi (2012) argues that low listening ability is derived from various factors, such as the poor intensity on listening, premature teaching techniques, limited listening strategies, and the lack of vocabulary by the students, but the most important

one is anxiety. Anxiety is the most important factor because the students are foreign language learners. When they are anticipating hearing some information in a foreign language, they would get anxious.

Due to the listening anxiety, the students may have poor result in listening comprehension. Listening comprehension is an understanding of the spoken language. The term "understanding" in this idea can be comprehending the meaning of each word, knowing the speech sounds, and comprehending the whole meaning of what being said. If the students have listening anxiety, they will not get the best comprehension because they may feel anxious, fearful, and uncomfortable throughout the listening process in the classroom.

There have been some researchers who have analyzed the relationship between listening anxiety and listening comprehension. Elkhafaifi (2005) conducted a research about the effect of general FL learning anxiety on students' achievement in an Arabic course and of listening anxiety on students' listening comprehension. He discussed how anxiety in Arabic learning class affected the students achievement considering Arabic is a foreign language for the students. Then, there is Golchi (2012) that investigated the relationship between listening anxiety, listening strategy, and listening comprehension of the students.

In the next year, Serraj and Noordin (2013) also researched to explore the possible impact of Foreign Language Anxiety and Foreign Language Listening

Anxiety on learners' listening comprehension. In the same year, Marzec-Stawiarska (2013) analyzed about factors and causes of listening anxiety in foreign language class. Then, in 2015, there was Serraj (2015) that talked about the factors of listening anxiety of the students and how to overcome it. Dalman (2016) also conducted a research to explore the relationship between listening anxiety, listening strategies, and listening proficiency among Iranian EFL university students.

Following in the same year, Tahsildar and Yusoff (2016) conducted a research to find out about students' listening anxiety in one of the universities in Malaysia and implied that the students have a rather high level of listening anxiety. In the same year, Sawalha (2016) analyzed about how the listening anxiety affected the students' listening process during the class. Lastly, Oteir and Aziz (2017) talked about the impact of listening anxiety toward the students' understanding.

The earlier research mentioned above have discussed about some problems found in listening classes. They revealed that listening comprehension was very anxiety provoking skill because of some reasons. The negative correlations that had been found in some research means that listening anxiety covers the potential factors in influencing the process of listening comprehension achievement.

From several previous research findings above, it seems like there is not yet a research specifically only about the correlation between English listening anxiety and listening comprehension. Therefore, in this current research the researcher decided to

find the correlation between listening anxiety and listening comprehension especially in Basic Listening classes.

Different with the previous research above which were carried out to EFL students in general, this research was conducted to find the correlation between listening anxiety and listening comprehension of the students specifically in Basic Listening classes. It means that this research aimed to the students who were just entering college and were still in their first year of college. The researcher would like to find if the listening anxiety of these freshmen students were correlated with their listening comprehension.

Due to conducted in Indonesia where English is neither the first nor second language for Indonesian, this current research focused to find out the correlation between listening anxiety and listening comprehension of Basic Listening Classes students of English Department at Universitas Negeri Padang. Different from the previous research by Elkhafaifi (2005) who conducted a research to focus about the effect of general FL learning anxiety on students' achievement in an Arabic course and of listening anxiety on students' listening comprehension, this research will find out the correlation between English listening anxiety and English listening comprehension of the students.

1.2 Identification of the Problem

Listening is a difficult skill to be mastered by the students, especially for foreign language learners. It is difficult because English is not their first language and they are not used to listen to audio spoken in English. This difficulty makes them have anxiety in listening class where they feel some sort of tension, worry, doubt, and uncomfortable throughout the listening process. The researcher suspected that these problems would somehow affect the listening comprehension of the students.

Therefore, the researcher wanted to see more about listening anxiety of the students especially with the relation of the anxiety with the comprehension of the students, like it was already stated in the background of the problem. The researcher wanted to know whether or not listening anxiety correlates with students' listening comprehension.

1.3 Limitation of the Problem

From the identification of the problem, the researcher focused on the relationship between listening anxiety and listening comprehension of English department students in Basic Listening classes at Universitas Negeri Padang.

1.4 Formulation of the Problem

Based on the focus of the research above, the researcher formulated the problems into “Is students’ listening anxiety in Basic Listening classes of English department at Universitas Negeri Padang related to their listening comprehension?”

1.5 Research Question

The problem of this research was formulated in this following question:

“What is the correlation between **listening anxiety** of students who take Basic Listening class at English department of Universitas Negeri Padang and **listening comprehension**?”

1.6 Purpose of the Research

The purpose of this research was to see the correlation between listening anxiety and listening comprehension of Basic Listening class in English Department of Universitas Negeri Padang.

1.7 Significance of the Research

This research will focus on the relationship between students' foreign language listening anxiety and their listening comprehension. The result of the study is expected to have its benefits to:

1. Lecturers of listening class of English Department at Universitas Negeri Padang

Theoretically, this research has basic points for of listening class of English Department at Universitas Negeri Padang because it presents information in recognizing students' condition, especially in Basic Listening classes. Therefore, they could anticipate the students' listening problem that was caused by listening anxiety.

Practically, this research can give a reference for the lecturers to be more aware in recognizing the anxious feelings of the students during the listening process. It provides the lecturers several findings of earlier research about anxiety and how it influences the students' listening comprehension.

2. Basic Listening students of English Department at Universitas Negeri Padang

This research is expected to give the students important information in how to recognize their listening problems. By recognizing the listening problems, they are expected to be able to acknowledge their listening anxiety and try to find a possible way to reduce the anxiety.

3. Other researchers

A wide range of studies have been done on EFL students' listening anxiety but there are some differences found from each result. Therefore, this research was expected to add depth and detail to the current knowledge in education, especially about the relationship between listening anxiety and listening comprehension.

1.8 Definition of Key Term

1. Anxiety: An emotion created by both cognitive and affective and characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.
2. Listening anxiety: The feeling of tension and nervousness that block the students in achieving the best comprehension they can get in listening.

3. Listening comprehension: An active process in which the listener constructs meaning through using cues from contextual information and existing knowledge while relying upon numerous strategic resources to perform the task requirement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After conducting the research on two variables (foreign language listening anxiety and listening comprehension) and analyzing the data, a conclusion was presented.

In Basic Listening Classes of English Department at Universitas Negeri Padang, there is no correlation between students' listening anxiety and their listening comprehension. It means that the level of anxiety of the students did not necessarily affect the listening comprehension. Additionally, the results of FLLAQ showed that 6 students (10%) were in a middle level of anxiety towards listening in English. The rest 54 of them (90%) were in a high level of anxiety. Although having middle to high anxiety level, it did not mean that the listening comprehension of these students would be low. This finding showed that anxiety in English listening was a common phenomenon among the Basic Listening students in English Department of Universitas Negeri Padang, but not students with high anxiety has poor listening comprehension.

5.2 Suggestions

Based on the conclusion stated above, the suggestions are stated below:

1. For the next researchers

For the next researcher, it is suggested to continue the research about the relationship between listening anxiety and listening comprehension using a primary instrumentation. Due to this research used secondary instrumentation for the listening comprehension test score (the researcher did not actually obtained the test to get the listening comprehension of the students, but the researcher used the data score that were already collected from the final examination to the lecturers who were in charge for Basic Listening Classes), the results of this research might still lack of clarity. Therefore, it is suggested to continue the research using a primary instrumentation.

2. For lecturer

It is recommended for the lecturers to obtain an anxiety test to check the level of anxiety of the students in listening class. By doing this, it is expected that the lecturer would be able to reduce the listening anxiety of students during the class with knowing the things that trigger the students' anxiety at the first place. For example the students can get anxious when the speed of audio they are listening to is too fast for them, in this case it is suggested for the lecturer to give the students the material that is not too far nor too slow for the students so that they will find comfort in listening to the audio.

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