

Exploring the Source of the Students' Foreign Language Listening Anxiety

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Abstract--Teaching listening is full of challenges for both teachers and students. One of the challenges is to face the students who have anxiety. Many studies have proved that anxiety give a negative effect on the learning outcome, especially in listening subjects. Thus, this study was intended to investigate the level of the 2nd-semester students' anxiety and the sources of listening anxiety in English education department of IKIP-PGRI Pontianak. The result shows that most the students have high-level anxiety which lead to poor listening comprehension outcome. The sources of the students' listening anxiety are from the material, other than material, but most of the students' response is from the learner cognitive process.

Keywords: listening comprehension, listening anxiety, source of listening anxiety.

I. INTRODUCTION

Many scholars and education practitioners have conveyed the importance of listening comprehension in learning English. Listening comprehension is one of vital aspect for the students to function properly in the classroom to obtain information and communication.

In the other hand, listening comprehension is a complex process for the students which arouse their anxiety during the listening activity. In definition, foreign language anxiety is fear or apprehension occurring when a learner is expected to perform in a second or foreign language [1]. Horwitz et al. (1986) concluded that foreign language anxiety frequently shows up in listening activities, a testing situation or when the student has a certain belief that everything that will be said in a foreign language should be correct [1].

Many studies investigated that listening anxiety bring negative effect to the students listening comprehension. As Molla (2017) found that students with high-level listening anxiety have low performance in their listening performance. The study reveals that anxiety distract the students' attention and interferes with the process of listening activities. As a result, it prevents them from receiving the comprehensible input [2]. There are also several

studies which investigate the negative effect of listening anxiety [3], [4], [5], and [6].

Knowing the students' anxiety level is important, but if a teacher can identify the aspects of anxiety that critical to the students, it will easier to cope with that. Yamauchi (2014) introduced a revised version of the foreign language listening anxiety scale which has a precise description of subordinate concepts' influence on learners. This scale allowed the teachers to ascertain learners' multifaceted listening anxiety, particularly addressing their sources [7].

The scale was developed to be as simple as possible, with the appropriate items to choose from. This scale can be easily used at the beginning of the end of classes and exams. This scale makes it possible to know the learners' feelings and the sources of listening anxiety that affect them during the listening activity. Thus, this study will investigate:

- a. What is the students' listening anxiety?
- b. What are the sources of the students' listening anxiety?

II. METHODS

This study was conducted in a descriptive qualitative method by investigating the frequency and the percentage of the students who have high-level anxiety and low-level anxiety and the source of the students' listening anxiety. The participant of this study was 2nd-semester students of English Education study program in IKIP-PGRI Pontianak. The researcher took A morning class which consists of 30 students.

The data was collected by administering a close-ended questionnaire with 4 Likert scales. The questionnaire was translated into Bahasa Indonesia before distributed to the students. The questionnaire consists of 35 items with 3 factors as the indicators of the item. The indicators are factors other than the material (Factor A), factors related to the material (Factor B), and factors related to the listener's cognitive processes (Factor C). While working on the questionnaire the students were guided by the

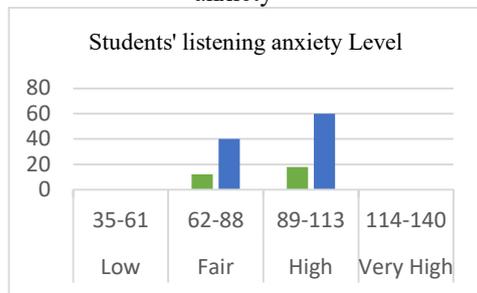
researcher to make sure that the students have the same understanding of the statements.

III. RESULTS AND DISCUSSION

The purpose of this study is to find out the students' level anxiety and the sources of the students listening anxiety. The students were lead to focus on the listening comprehension experienced in semester one. The activities are listening to the teacher explanation, listening practice, and test of listening comprehension.

From the calculation of the students' response to the questionnaire, it was found that the minimum score of the students' response is 77 with category "fair" and the maximum score is 112 with category "high". The frequency and percentage of the students' anxiety level can be described as follow:

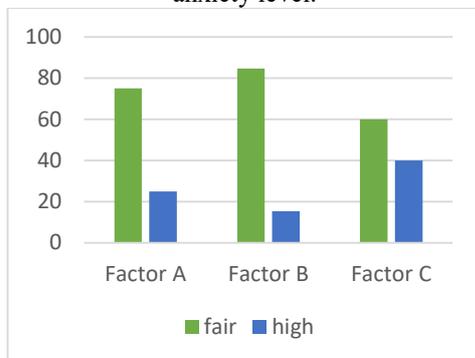
Diagram 1 The result of the students listening anxiety



The number of the students who have a fair level of anxiety is 12 with the percentage 40%, and the students with a high level of anxiety are 18 with the percentage of 60%. From the finding, it can be concluded that most of the 2nd semester students of A morning class experienced with a high level of listening anxiety.

The next result of this study is to identify the sources of the students listening anxiety. There are three factors that influence the students listening anxiety level. The diagram of the descriptive analysis of the listening anxiety sources is as follow:

Diagram 2. Factors that influence the students' anxiety level.



The number of items in factor A is 12 items with the minimum score is 66 with fair category and the

maximum score is 100 with the high category. The frequency of the items with the fair category is 9 items and the high category is 3 items. Factor B has 13 items with minimum score is 67 and the maximum score is 96. The items frequency of factor B is 11 items with a fair category and 2 items with a high category. The last is Factor C with minimum score is 73 with fair category and the maximum score is 98 with the high category. The frequency of the item is 6 items with a fair category and 4 items with a high category.

From the result finding above, it revealed that the 2nd semester students of A morning class have fair and high levels of listening anxiety. Among other language skills, listening can be more stressful for learners. Arnold (2000) explain that listening is a receptive skill, like reading, but it involves serious time constraints on processing. These constraints, as well as possible difficulties in hearing resulting from learner impediments, acoustic inadequacies, and factors related to the speaker (e.g., unfamiliar accent, lack of clarity and proper enunciation), must be taken into account [8].

From the three factors which are reflected in the questionnaire revealed that most of the source of the students listening anxiety has come from factors related to the listeners' cognitive process (Factor C). Tahsildar & Yusoff (2018) found that the students' anxiety was mostly caused by their lack of background knowledge particularly of new vocabulary and new information in the listening text, lack of repetition when listening to the English text, unfamiliar English pronunciation, speech rate and a low level of self-confidence[9]. In this study the source of the students listening anxiety level mostly caused by the difficulties in understanding the speakers utterance, there is not enough time to think the information that they received and they easily get nervous when they missed some information.

IV. CONCLUSION

The conclusion of this study is that most of the 2nd semester students of A morning class have high level of listening anxiety. There is some have a fair level of listening anxiety but there is no students who have low and very high listening anxiety. The source of the students' listening anxiety is from factors other than the material, factors related to the material, and factors related to the listener's cognitive processes. The highest source was from the listeners' cognitive process. Listening to a foreign language for a foreign learner is cognitively demanding, that is why a suitable strategy or learning process which inclines to the students' preference should be conducted to get better results in listening comprehension.

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