

**A THESIS**

**THE EFFECT OF ANXIETY TOWARD LISTENING COMPREHENSION  
AT FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM  
DAYANU IKHSANUDDIN UNIVERSITY**

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“The Effect of Anxiety Toward Listening Comprehension at Fifth Semester Students of English Education Study Program Dayanu Ikhsanuddin University” was the result of my own work.

If it is proven later that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 23<sup>rd</sup> February 2021



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## ABSTRACT

**SAWALUDIN.** *The Effect of Anxiety on Listening Comprehension of Fifth Semester Students English Education Study Program, Dayanu Ikhsanuddin University (supervised by Abidin Pammu and Harlinah Sahib).*

The research aims to elaborate the students' anxiety level and its effect on the listening comprehension level of the Fifth Semester Students of English Education Study Program, Dayanu Ikhsanuddin University. This was the quantitative research involving data collection and analysis. The number of samples was 45 students who were selected using the random sampling technique and they were the total populations of all fifth semester students. A closed-ended questionnaire was used as the research instrument to obtain the data regarding the students' anxiety level. The data were then analysed using the statistical tool having been standardised by other researcher in this fields.

The research result indicates that four general categories of anxiety appear. These include the listening anxieties related to the foreign language input characteristics, processing related to the foreign language aspects, personal factors, instructional factors. The findings indicate that the anxieties are included in the relatively high level for all samples. This anxiety level causes the low performance in the listening test stating that the students have the poor ability in their receptive skill. The regression analysis clearly indicates that there is the significant effect of the listening anxiety and comprehension. The findings lead to the pedagogical implication which requires the teachers to overcome the students' anxiety prior classroom learning.

**Key words:** Listening anxiety, listening ability



## ABSTRAK

**SAWALUDDIN.** *Pengaruh Kecemasan terhadap Pemahaman Mendengarkan pada Mahasiswa Semester V Program Studi Pendidikan Bahasa Inggris Universitas Dayanu Ikhsanuddin (dibimbing oleh Abidin Pammu dan Harlinah Sahib).*

Penelitian ini bertujuan membahas tentang tingkat kecemasan siswa dan pengaruhnya terhadap tingkat pemahaman menyimak pada mahasiswa Semester V Program Studi Pendidikan Bahasa Inggris Universitas Dayanu Ikhsanuddin.

Penelitian ini menggunakan desain penelitian kuantitatif. Jumlah sampel ditentukan dengan teknik penyampelan acak terhadap populasi penelitian (mahasiswa Semester V) dan telah diperoleh 45 mahasiswa sebagai sampel. Untuk mendapatkan data tentang tingkat kecemasan siswa digunakan kuesioner tertutup. Data tersebut kemudian dianalisis dengan menggunakan alat statistik yang telah dibakukan oleh peneliti lain di bidang ini.

Hasil penelitian menunjukkan bahwa empat kategori umum kecemasan muncul. Ini termasuk kecemasan menyimak yang terkait dengan karakteristik input bahasa asing, pemrosesan terkait aspek bahasa asing, faktor pribadi, dan faktor instruksional. Temuan ini menunjukkan bahwa kecemasan termasuk dalam tingkat yang relatif tinggi di semua sampel. Tingkat kecemasan ini menyebabkan rendahnya kinerja dalam tes menyimak yang menyatakan bahwa siswa memiliki kemampuan yang buruk dalam keterampilan reseptif mereka. Analisis regresi secara jelas menunjukkan bahwa terdapat pengaruh signifikan dari kecemasan dan pemahaman dalam menyimak. Temuan tersebut mengarah kepada implikasi pedagogis yang mengharuskan guru untuk mengatasi kecemasan siswa sebelum pembelajaran di kelas.

**Kata kunci:** kecemasan, menyimak, kemampuan menyimak.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the last couple of years, tertiary learners in Indonesia have been confronted with the issue of under performance despite many years at the university. Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. In learning a foreign language, listening skill is paramount important since it provides the language input. As an input skill, listening skill plays a crucial role in students' language development.

Teaching listening in a foreign language has always been a challenging experience for both teachers and students. The fact that people assume it to be a skill that is naturally acquired leads to activities that assess listening without teaching it properly, and consequently it receives less attention in the classroom. When it comes to the university context, listening skill plays an important role. Many subjects in international universities are taught in English and they require students to understand and interact in specific genres, such as lectures and seminars.

However, many students in Dayanu Ikhsanuddin University with an unsatisfactory level of proficiency in English, which can prevent them from reaching a high level of academic performance.

One thing that is noticeable is that students consider listening as the most difficult skill, and they often show some resistance during listening activities. It is common to hear them complaining about the listening part of an exam, or affirm that they do not understand what the speaker says, and even that some accents are extremely difficult to understand. These difficulties certainly frustrate and discourage learners from studying and improving their listening skills. In order to reduce students' resistance when doing listening exercises, researcher developed and implemented Listening Journals (LJ) during English for Specific Purposes (ESP) course. Then, the following question was developed: Can the use of listening journals in English classes reduce university students' resistance to listening exercises?

It is commonly popular that teaching listening needs more attention in order to develop students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happened simultaneously inside the mind. While the other three languages skills receive direct instructional attention, teachers frequently expect students to develop their listening capability by osmosis

and without help. So, the listening skill should be a major of concern to teachers and students for second or foreign language. It is intended to provide an overview of the key concepts and issues involved in understanding listening, it discusses the nature and types of listening, some constraints or difficulties faced by EFL learners in developing their listening comprehension abilities, and some suggested guidelines to consider when teaching this skill.

The issue of anxiety has revolved around language teaching educators and they are constantly trying to resolve the problem for improving learners' performance. In learning something there is a hesitancy or anxiety which may be related to receptive or productive skills, like worrying about the skill in listening or can not understand the meaning. The researcher consider anxiety is very important think when someone learn something. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger in Pan, 2016). Anxiety is the ego function to warn people about the possibility of a danger, so it can be prepared the appropriate adaptive response. Anxiety serves as a mechanism that protects the ego because the anxiety gives us the signal that there is a danger and if not done the right thing, the danger will increase to ego defeated.

During the process, listening comprehension task is always accompanied with anxiety. Listening anxiety not only affects the result of listening comprehension, but also listening ability. The researcher assumes

that in a low-anxiety classroom environment, listeners participate actively and effectively. In order to help learners to be successful in English listening class, it is necessary to create a favorable atmosphere in the classroom.

Based on the experience when the researcher was teaching Listening Course in fifth semester at English Education Study Program Dayanu Ikhsanuddin university, the researcher found the phenomenon of listening anxiety. The listening anxiety is like worried unfamiliar words and can not understand the meaning. The researcher assumed that if the students have low anxiety, it means that they also have a good ability.

In order to find out the levels of students anxiety and their effect toward listening comprehension, the researcher would like to conduct a research under the title “The Effect of Anxiety Toward Listening Comprehension at Fifth Semester Students of English Education Study Program Dayanu Ihsanuddin University”.

## **B. Research Questions**

Based on the background above, the problem statement of the research are formulated as follows:

1. What are the levels of anxiety of fifth semester students of English Education Study Program of Dayanu Ikhsanuddin University?
2. To what extent does this anxiety affect the listening comprehension at fifth semester students of English Education Study Program of Dayanu Ikhsanuddin University?

### **C. Objective of the research**

Based on the problem statement above, the objective of the research are:

1. To demonstrate the levels of students anxiety at fifth semester students of English Education Study Program of Dayanu Ikhsanuddin University.
2. To elucidate whether the level of anxiety affect listening comprehension at fifth semester students of English Education Study Program of Dayanu Ikhsanuddin University.

### **D. Scope of the Research**

The present study limits its scope of discussion of the issue of anxiety and its effect of the fifth semester students listening comprehension. The students of fifth semester have undertaken several English courses. So that they are eligible for participating in this research.

### **E. Significance of the Research**

This study is expected to provide a considerable input to enrich the literature of foreign language classroom in EFL context, especially in the area of students' listening performance in university level. Furthermore, it can be used as a reference for future research that combine language learning and psychology. Finally, this study hopefully will be able to encourage the policy maker to consider the existence of anxiety and all its contingencies in English teaching and learning process. Thus, to support the teachers as well as the students in creating successful English teaching and learning process.

## CHAPTER II

### PREVIOUS STUDIES, LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND HYPOTHESIS

#### **A. Previous Studies**

Different studies have been conducted on listening anxiety in foreign language context. For example, in 2000, Kim studied the foreign language listening anxiety. One of the main findings of her study was the two-factor solution of her factor analysis of the foreign language listening anxiety scale: tension and worry over English listening and lack of confidence in listening, respectively. She also found a moderate association between listening anxiety and listening proficiency and demonstrated the somewhat obvious case that listening anxiety interferes with foreign language listening.

The result indicated that participants showed moderately high intensity of anxiety in listening to spoken English, but were more anxious in testing than in general situations. In 2007, Legac conducted a study to examine the foreign language anxiety and listening skill in Croatian monolingual and bilingual students of EFL. The result indicated that bilingual students experienced a considerably lower intensity of listening anxiety than monolingual students. With respect to using some strategies to reduce listening anxiety, Chang (2008) investigated the effect of four forms of listening support (pre-teaching of content and vocabulary, question preview, and repeated input) on the anxiety levels of college students in Taiwan. The result indicated that prior to the test, the test takers were uniformly anxious but afterwards, there were

significant differences in anxiety according to type of support and level of proficiency. Ko (2010) explored the impact of pedagogical agents in computer-based listening [www.ccsenet.org/ijel](http://www.ccsenet.org/ijel) International Journal of English Linguistics Vol. 2, No. 4; 2012 117 instruction on EFL students' listening anxiety levels and listening comprehension skills. Results showed that there were no statistical differences in listening anxiety levels and listening comprehension skills between students who worked with the agent and students who worked without the agent.

Gonen (2009) conducted a study to investigate the listening strategy and listening anxiety of sixty intermediate English proficiency students. The results revealed that when there is an increase in FL listening anxiety of the students, FL listening strategy use decreases. These studies also support the findings of the recent studies conducted on the relationship between general classroom anxiety and strategy use.

"Analysis of Listening Anxiety in EFL Class" is study researched by Pan (2016). The main aim of this research is to find out factors that affect learners' listening anxiety in EFL classroom and puts forwards some suggestion to improve the condition. There are some factors that contributed anxiety in listening comprehension. Namely, nature of the speech, level of difficulty, lack of clarity, lack of visual support, lack of repetition, spontaneous speech, fast speech, and unfamiliar accents/topics. Researcher believed that during the process, a listening comprehension task is always accompanied by anxiety.

A study by Gopang (2016) also pointed out the language anxiety and learners beliefs in language learning which include negative correlation between anxiety and achievement.

“A comparative study of listening anxiety and reading anxiety” is study research by Seyit Ahmet Capan and Mehmet Karaca (2012). The main aims of this research is to identified positive correlations between reading and listening anxiety. “Exploring the Causes of Listening Comprehension Anxiety from EFL Saudi Learners’ Perspectives” is study research by Otair and Aziz (2017). The main aims of this research is there are three causes of listening comprehension anxiety emerged from this study: 1) the problematic nature of listening comprehension, 2) the classroom atmosphere, and 3) the low English proficiency of the students.

“Anxiety in EFL Listening comprehension” is study research from Xu (2011). The main pont of this research is to present the sources and solutions to listening comprehension anxiety as reported by foreign language students and discusses the pedagogical implications that relate to the results.

A study by Oteir and Aziz (2017) under the title Effects of Listening Comprehension Anxiety from Saudi EFL Learners’ Perspectives found that the learners experienced high level of listening comprehension anxiety in their listening classes. Three main themes emerged from the interview data in relation to the effects of listening comprehension anxiety from the learners’ perspectives: 1) personal effect: losing concentration, feeling depressed and avoiding listening skill classes, 2) social effect: isolating oneself from others

and showing bad behavior, and 3) academic effect: getting low performance and achievement.

## **B. Literature Review**

### **1. Listening**

For some time, educators have recognized the existence of foreign language anxiety and its potential for significant interference with language learning and production. In 1986, Horwitz and Cope defined FL anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). In fact, it is widely accepted that anxiety plays a crucial role while learning a foreign language. The impact of such an emotional arousal in language learning has long been considered in language classroom. Much of the past studies have been conducted on the aspect of anxiety associated with oral production in L2; however, recently interest has been extended to cover all language skills (Kimura, 2008).

One of these skills is listening. During listening process, different factors may cause uneasiness and tension for language learners and result in poor listening. Young (1991) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students’ lack of vocabulary, but the

increasingly important one is anxiety. It plays a very important role because the anticipation of foreign language use in receiving information can provoke anxiety.

Second or foreign language (L2) listening is a crucial skill that provides the L2 learners with the ability to process L2 input and to have interaction with speakers of other languages in their real-life everyday communications (Xu & Huang, 2018). L2 listening is conceptualized as a perceptual process requiring learners to employ auditory phonetics to organize, detect, and overcome lexical segmentation in adequacies (Field, 2003). Moreover, it is a complex and demanding process that involves invoking both linguistic knowledge and world knowledge to comprehend the aural texts (Vandergrift & Baker, 2015). In comparison with other L2 skills such as reading and writing, listening has not been adequately researched (Goh, 2017).

The importance of listening is acknowledged by Brown (2001:247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

According to Nunan cited in Siegel (2015) states that listening is often viewed as both active and complex because listeners must continually construct the meaning based messages their received. Although listening has sometimes been referred to as a passive skill

(in contrast to speaking), it is 'a constructive process in which the learner is an active participant.

Anderson and Lynch in Siegel (2015) stated that Listening includes attention to acoustic signals sent from a speaker through a stream of connected speech.

Vandergrift in Siegel (2015) stated that Listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance.

Listening comprehension is a top down process in the senses that the various types of knowledge involves in understanding language are not applied in any fixed order they can be used in any order, or even simultaneously, and they are all capable of interacting and influencing each other. This is sometimes referred to as an interactive process, especially by reading theorists, Buck (2001).

The point is simply that listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth.

Rivers in Hasyuni (2006:8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangement so for words, and the rise and fall

the voice, and from this material we create a significance. Listeners must cope with the sender choice of vocabulary, structure, and rate of delivery.

Listening skill is comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain does not automatically translate the words into their message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words.

As mentioned in Nunan (2003:24) "Listening is an active, purpose full process of making sense of what we hear. It means that, we should interpret the meaning from what we hear, therefore listening is an active skill.

To sum up, listening maybe understood as the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process.

Listening is determining the meaning and the message of the sound. Beside that listening also is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is the ability to identify and understand what others are saying. It involves understanding a speaker's accent or pronunciation, grammar, vocabulary and understands the meaning. According to Tyagi (2013), listening skill is a key to receiving messages effectively. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message (as cited in Pourhosein Gilakjani & Sabouri, 2016). It is combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages. Kutlu et al (2009), Listening skill plays an important role not only in communication but also in interpersonal relationships, is unfortunately one of those skills that is given the least significance in school education. Teachers generally believe that the listening skill emerges spontaneously in time, just like breathing.

However, listening skill can only be improved by hard work and repetition as it is the case in reading skill.

Brown (2007) states that listening is not a one way street it is not merely the processes of a unidirectional receiving of audible symbols. The first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. It can be concluded that listening achievement is the process of understanding aural message from the speaker and matching it to the listener's knowledge. Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. Teachers and learners should pay enough attention to obtain communication aims. With guidance and practice, learners can improve their listening skills. Thus, Rivers in Hasyuni (2006:8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material, we create a significance. Listeners must cope with the senders choice of vocabulary, structure, and rate of delivery.

Russel cited in Hasyuni (2006:8) has confirmed that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating language skills, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Ghaderpanahi (2012), numerous factors guide the students into

confusion in listening activities, such as native speakers' volume, speed- rate, accents, intonation, listening strategies, and pronunciation. Another factor that may influence the students' ability in listening activities relates to their ability to know the pronunciation every single word correctly because communication process cannot be separated from the activities of pronouncing words, phrases, and sentences. So, it is a must for the students to keep improving their basic language knowledge to support them in listening activities.

Listening skill mean as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain does not automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than as signing labels to sounds or words. As mentioned in Nunan (2003:24) "Listening is an active, purpose full process of making sense of what we hear". It means that, we should interpret the meaning from what we hear, therefore listening is an activeskill. Anderson and Lynch in Siegel (2015) stated that Listening includes attention to acoustic signals sent from a speaker through a stream of connected speech.

## **2. The General Concept of Language Anxiety**

Language anxiety had often been reported to affect language learners negatively. The influence of language anxiety could interfere students' progress in mastering importance language skills leading to affecting their motivation in taking the class (Khodaday & Khajavy, in Hidayati, 2018). When students experienced high language anxiety level, their achievement tended to decrease. This decrease eventually comes with less intention to continue learning (Awan, Azher, Anwar, & Naz, in Hidayati, 2018). In a severe case, Na in Hidayati (2018) pointed that the implication from experiencing difficulties, inconvenience, and anxiety in learning a foreign language was not only losing motivation to study and lacking confidence to perform learning activities but could also be so worse that resulted in students drawing out from the class and dropping out forever. Furthermore, language anxiety negative effect on students' achievement was also observable across different target languages and at different instructional levels (Horwitz, in Hidayati 2018).

Foreign language anxiety (FLA) is a complex psychological phenomenon that has sound impacts on foreign language learners. Horwitz et al. (1986: 128) define perceptions, beliefs, feelings, and behaviors related to classroom language learning a rising from the uniqueness of the language learning process. FLA refers to the fillings of tension and apprehension specifically associated with second language context including speaking, listening, and learning. Young

(1991; 1570) argues that Foreign language anxiety is peculiar to the language classroom because certain aspects of the classroom such as the feeling of being perpetually monitored by the teacher lead to anxiety. Furthermore, FLA is connected to a bunch of psychological, psycholinguistic and behavioral symptoms such as sweating, dry mouth, tense muscles, stuttering, avoiding eye contact with the teacher, and hiding in the classroom to avoid participation (Chastain, 1975; Horwitz et. al. 1986; Saito & Samimy, 1996; Young, 1992).

A factor which has been found to be a major challenge to English as Foreign Language (EFL) learners is language anxiety (Brown, 2007). Horwitz and Cope (1986) define foreign language anxiety as a “distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p.31). Similarly, MacIntyre and Gardner (1994) define language anxiety as “the feeling of tension and apprehension, specifically associated with second language contexts, including speaking, listening, and learning” (p.24). The number of learners who experience anxiety while learning a foreign language is alarming. According to Worde (1998), one third of EFL learners experience anxiety when learning a foreign language. Language anxiety affects learners’ success in foreign language learning or acquisition. For example, EFL learners who feel anxious in learning a foreign language might find their study not interesting, which can affect their performance and achievement negatively (Liu and Huang, 2011).

In other words, learners with high level of anxiety have been found to be underachievers while those who have low anxiety need to be consistent have better performance and achievement. Krashen (1987) explains how anxiety affects learners' performance in language acquisition whereby anxiety forms mental blocks that prevent the information input to be acquired.

### **3. Anxiety**

According to Horwitz et al. in Hanifa (2018) says that foreign language anxiety stands for the unease, worry, nervousness and apprehension experienced when learning or using a foreign language. They also add that learners maybe good in learning other skills, but they may have a 'mental block' when they come to learn to speak the foreign language in public

According to Freud (in Alwisol, 2005: 28) says that anxiety is the ego function to warn people about the possibility of a danger, so it can be prepared the appropriate adaptive response. Anxiety serves as a mechanism that protects the ego because the anxiety gives signals to us that there is a danger and if not done the right thing, the danger will increase to ego defeated.

Pappamihel in Marwah (2008) divides the anxiety into two types: state anxiety and trait anxiety. State anxiety is a type of anxiety which occurs because learners are ex-posed to particular conditions or situations. For example, there are learners who may feel anxious if

they are requested to speak in front of the class or if they do not understand many of the teacher's words during the class. Meanwhile, trait anxiety is a person tendency to feel anxious regardless of the situations to which they are exposed. In regard to this, Marwan (2008) argues that trait anxiety is a part of some-body's character and is a permanent disorder.

According to Arnold and Brown in Subekti (2018) stated that anxiety makes learners nervous and thus contributes to poor performance and "this, in turn, creates more anxiety and even worse performance"

Anxiety is viewed as a higher-order feeling state produced by specific brain mechanisms responsible for basic emotion (Damasio, in Weems and Silvermen, 2013). We define anxiety in this chapter as the product of a multicomplex response system, involving affective, behavioral, physiological, and cognitive components (Weems and Silvermen, 2013). Worry, for example, is one component of anxiety that can be viewed as a cognitive process preparing the individual to anticipate future danger. Fear, in contrast, is part of the response system that fosters preparation for either freezing to avoid impending punishment or escaping as part of the fight/flight response (Barlow, Gray & McNaughton, Mathews, in Waams and Silvermen, 2013).

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. For anxiety concerning English listening, in their research, the communication

anxiety of the Basic Signal Officers in the English classroom at the Signal School was caused by the inadequate chance for students to contribute in classroom communication, lack of confidence when communicating English in the classroom, and also by affective factors like interpersonal evaluation, classroom activities and methods, as well as self-esteem.

The concept of anxiety plays very fundamental theories of stress and adjustment. According to Lazarus (1991), anxiety is an unpleasant emotional state, which is characterized by subjective feelings like stress, fear, worry, and also characterized by active central nervous system. Lazarus (1991) describes and defines anxiety as an unpleasant feeling, followed by certain physiological reactions such as changes in heart rate and breathing. According to Freud, anxiety involves the perception of unpleasant feelings and physiological reactions, in other words, anxiety is a reaction to a situation which is considered dangerous.

Not much different from Lefrancois opinion is the opinion expressed by Lazarus (1991) which states that anxiety can occur because of disappointment, dissatisfaction, insecurity or the hostility with others. Lazarus also revealed that anxiety is psychological condition in chronic fear and anxiety, though there is no specific stimulus. There is a fundamental difference between anxiety and fear. On fear, what is the source of the cause can always be designated significantly, whereas the source of anxiety cause cannot be appointed

to the firm, clear and precise. Lazarus (1991) states that anxiety is a tension, insecurity, fear, which arises because perceived will experience unpleasant incident.

Lazarus (1991) states that anxiety is the individual's responses to what they're getting. Anxiety is a feeling that is painful, such as anxiety, confusion, etc., associated with the subjective aspect of emotion. Anxiety is a common symptom at this point, because it is along the journey of human life, from birth until the death, anxiety is often present.

Lazarus (1991) states that anxiety is a reaction to an experience for individuals perceived as a threat. Anxiety is a feeling of uncertainty, panic, fear, without knowing what is feared and cannot eliminate the feelings of anxiety and the anxiety.

According to Freud (in Alwisol, 2005: 28) says that anxiety is the ego function to warn people about the possibility of a danger, so it can be prepared the appropriate adaptive response. Anxiety serves as a mechanism that protects the ego because the anxiety give signal to us that there is a danger and if not done the right thing, the danger will increase to ego defeated.

Abu Rabia (2004) posits that the higher levels of anxiety one experiences, the lower achievement he/she will attain. Also, FLA has a major influence on one's concept of self. Several studies (Rodriguez & Abreu, 2003; Saito et. al., 1999) reveal that students with high levels of anxiety are likely to have negative perceptions about their capacity,

which in turn discourage them from studying the target language. Likewise, numerous researchers (McCroskey & Richmond, 1990) postulate that FLA hinders one's willingness to communicate (WTC) in the target. Besides, several other factors have been reported to be inversely correlated with FLA such as positive classroom atmosphere (Koch & Terrell, 1991), motivation (Samimy & Rardin, 1994), age (Dewaele, 2007), risk-taking (Saito & Samimy, 1996), and supportive teacher attitudes (Abu Rabia, 2004).

Anxiety as an affective state is defined as an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tensions in the face of an expected danger (Blau, 1955). Young (1991) defined it in this way: it is a complex and multidimensional phenomenon and can be defined as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.

Anxiety is uneasiness experienced by an individual due to his/herself or surroundings in his/her conscious or unconscious and caused by the effort of the suppressed material which is causing imbalance to go back to the conscious level (Dinçmen, 2004). Whereas Ellis (1994) defined anxiety as the unsettling emotional situation which arouses the sense of weakness against an anticipated danger, according to Spielberger (1966), individuals' affinity to interpret the stimuli around within their personal threat framework underlies anxiety.

Spielberger (1972) explained the anxiety with the model of “state anxiety and trait anxiety.” State anxiety is caused by how an individual perceives the current situation as being threatening and dangerous; it is seen that uneasiness is mitigated with the removal of threatening and dangerous situations. Trait anxiety is a personality trait that cannot be directly interpreted in accordance with the situation experienced by the individual but describes individual’s affinity to experience anxiety. While state anxiety involves a temporary danger or stress situation, trait anxiety refers to the tendency to feel a danger even in neutral situations and breaks the coherence of individual when observed on an elevated level (Öner & LeCompte, 1985). State of anxiety felt when a student takes a test or before an athlete competes can be an example of state anxiety. In individuals with high trait anxiety, symptoms such as disruption of behaviors, perception and attention disorders, decreased academic achievement, avoidance from interpersonal relations and introversion may occur (Özyürek & Demiray, 2010).

Kashani and Orvaschel (1990) stated that the most negative impacts of anxiety are observed in the domain of interpersonal relations. Reading out loud, speaking before the class is difficult for anxious children (Kendall et al., 1992). Joining a group, being present in unconstructed social environments, and taking exams are also dangerous issues for anxious children. Such individuals are very

sensitive to the negative evaluation and investigation of them by others (Beidel & Turner, 1998).

The state of worry before the exam has a negative impact on the ability to think healthily and the memory itself which are necessary to study effectively while obstructing a clear mind needed for success during the exam. Getting worried during an exam is the direct indicator how unsuccessful the exam will be. When mental sources are spent for worrying, which is a single cognitive task, there is not enough source left to process other information (Goleman, 2003).

Spielberger (1972) defines test anxiety based on his definition of state and trait anxiety as a type of trait anxiety that occurs specifically to the situation and argues that there is a correlation between test anxiety and trait anxiety. According to Spielberger (1995), test anxiety is an unpleasant mood with cognitive, affective and behavioral attributes which is experienced in a formal examination or evaluation setting, stops individuals from putting forth their real performance and makes them nervous. Zeidner (1998) describes test anxiety as possible negative outcomes of tests or similar evaluation situations or phenomenological, psychological and behavioral reactions accompanied by worry about failure.

Anxiety is a feeling caused by a possibility of danger stemming from inner or outer world or individuals' perception or interpretation of such a possibility. During anxiety, the individual feels alarmed and like something bad is going to happen (Tasgin, Tekin & Altinok, 2007).

According to Sarason (1988), anxiety expresses the feelings of worry, indecision, confusion, fear, pessimism and hopelessness as a reaction exhibited by individuals where they feel insecure, therefore being likely to their physical, emotional and social wellbeing levels (cited in Erözkan, 2011). Anxiety is a situation in which feelings of distress, worry and oppression as well as certain physical reactions occur in the face of cases where the individual feels threatened. Experienced by everyone from time to time and accepted as a normal situation, anxiety can sometimes become severe, turning into a pathological situation. It is known that anxiety may occur in every period of life and several situations can increase the frequency and strength of anxiety. Adolescence is one of the periods during which anxiety is observed the most (Günay, Öncel, Erdogan, Güneri, Tendogan & Ugur, 2008; cited in Erözkan, 2011).

The concept of anxiety plays a very fundamental theory of stress and adjustment (Lazarus, 1961). According to Post (1978), anxiety is an unpleasant emotional state, which is characterized by subjective feelings like stress, fear, worry, and also characterized by active central nervous system. Freud (in Arndt, 1974) describes and defines anxiety as an unpleasant feeling, followed by certain physiological reactions such as changes in heart rate and breathing. According to Freud, anxiety involves the perception of unpleasant feelings and physiological reactions, in other words, anxiety is a reaction to a situation which is considered dangerous.

Scovel (1978: 134) points out, anxiety can be viewed, not as a simple unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learner...". External factors may be of different character: they could be, for instance, the relationship of the learner with his interlocutor (e.g. formal, informal) or the environment in which communication is taking place (e.g. a classroom, a public conference, a job interview).

On the other hand, internal components may be psychological or emotional. They may be the shyness people experience in talking with others, or the embarrassment one has in interacting in public, for instance. A clear and well established description of the components of foreign language anxiety has been outlined by Horwitz et al. (1986). In their study, considered by many researchers as one of the most reliable guidelines in this psycholinguistic area (Campbell & Ortiz, 1991; Aida, 1992; Onwuegbuzie et al., 1999), Horwitz et al. (1986) identify three related types of anxiety: communication apprehension, test anxiety and fear of negative evaluation

#### 1. Communication apprehension

Communication apprehension generally refers to a type of anxiety experienced in interpersonal communicative settings (McCroskey, 1987) which is obviously relevant to second/foreign language learning contexts. In language classrooms where learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and

peers (Horwitz, et. al., 1986), communication apprehension seems to be augmented in relation to the learners' negative self-perceptions caused by the inability to understand others and make themselves understood (MacIntyre & Gardner, 1989).

In other words, communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with people. Difficulty in speaking in public, in listening or learning a spoken message is the manifestation of communicative apprehension. Communication apprehension in foreign language learning derives from the personal knowledge that one will almost have difficulty understanding others and making oneself understood (Cubukcu, 2007).

## 2. Negative Evaluation

Regarding the fear of negative evaluation, as Young (1991 : 429) argues, "students are more concerned about how (i.e., when, what, where, or how often) their mistakes are corrected rather than whether error

correction should be administered in class" . In this sense, it seems that teachers' beliefs about language teaching may act as some obstacles for L2 learners and thus create language anxiety in them because the assumptions of teachers as to their role in the language classroom may not always correspond to the individual needs or expectations that L2 learners would consider for their teachers. Test anxiety refers to a type of performance anxiety

stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves.

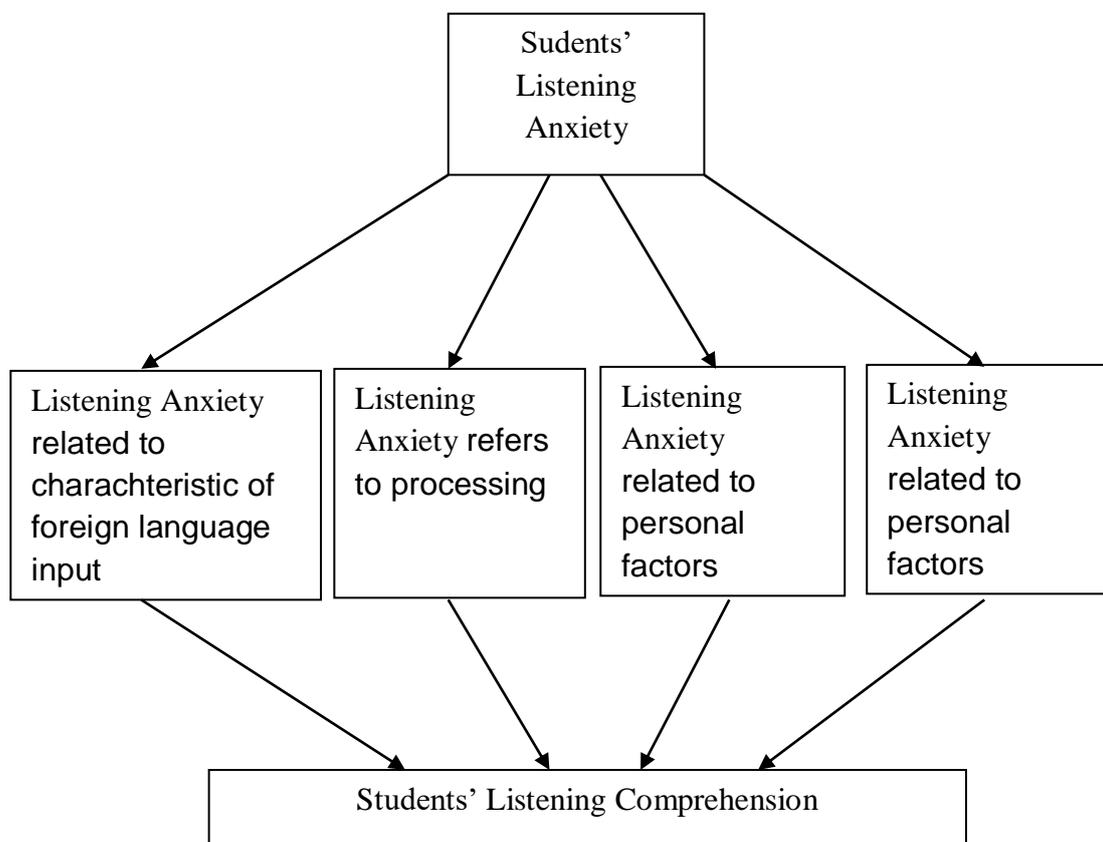
### 3. Test anxiety

Test anxiety is likewise believed to be one of the most important aspects of negative motivation. It can be defined as unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations (Dusek 1980 : 88).With regard to test anxiety, many of the learners feel more pressure when asked to perform in a foreign/second language, because they are certainly challenged by the fact that they need to recall and coordinate many grammar points at the same time during the limited test period. As a result, they may put down the wrong answer or simply freeze up due to nervousness, even if they know the correct answer (MacIntyre & Gardner, 1994; Price, 1991). Moreover, some scholars have endeavored to investigate the types of learning activities in terms of FL anxiety; for example, Horwitz (2001) argues that language learners feel more comfortable in pair work and personalized activities, but this is a relative concept; some activities judged as comfortable by some are also regarded as stressful by others. It is also worth mentioning that, some researchers have attributed other factors to foreign language anxiety. For example, Cubukcu (2007 : 133) identifies the main sources of anxiety in the following: "(a) presenting before the class, (b) making mistakes, (c) losing face, (d)

inability to express oneself, (e) fear of failure, (f) teachers, and (g) fear of living up to the standards". According to Cubukcu, teachers should consider the possibility that anxiety accounts for the student behaviors before associating poor student performance with the lack of ability, inadequate background or poor motivation.

### C. Conceptual Framework

Based on the description of the theory, it is arranged a conceptual framework. The conceptual framework is based on the variables used in the research those are Listening anxiety, and students' listening comprehension.



#### **D. Hypothesis**

Based on the problem statements and the conceptual framework above, it is formulated the hypotheses of the research which are the tentative assumptions about the problem of the research and they will be proved based on the data analysis. Those hypotheses are as follows:

1. Null Hypotheses ( $H_0$ )

There is no significance effect of Anxiety toward students' listening comprehension at English Education Study Program of Dayanu Ikhsanuddin University.

2. Alternative Hypotheses ( $H_1$ )

There is a significance effect of anxiety toward students' listening comprehension at English Education Study Program of Dayanu Ikhsanuddin University.