
THE INFLUENCE OF LISTENING ANXIETY TO LISTENING COMPREHENSION OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

ERLINA, RITA INDERAWATI, & RITA HAYATI

*Sriwijaya University
erlinahamid@yahoo.com*

Abstract

This study was intended to investigate the influence of listening anxiety on Students' Listening Comprehension of English Education Study Program of Sriwijaya University and (2) the contribution of students' listening strategies and listening anxiety to their listening comprehension. To do so, a correlational research design was used for the study. The participants were the second, fourth and sixth semester students. A strategy questionnaire and a listening comprehension test were employed to collect the data. To analyze the data obtained, descriptive statistics and correlation analysis were used. The findings revealed that the listening anxiety of the participants and their listening comprehension skill was found to be significant. listening anxiety gave significant influence to their listening comprehension.

Keywords: listening comprehension, listening strategies, listening anxiety

1. Introduction

Listening is a skill that is most often used in daily language. This is the key of language learning itself. According to Feyten (1991), people spend most of the time about 45% in listening when communicating with each other, 30% in speaking, 16% in reading, and only 9% in writing. Underwood (1989) says that people will not be able to take part in oral communication if they do not listen effectively. Put easy-to-understand in facilitating learning a second language. Krashen and Terrell (1984) state the same priority between listening in learning a second language and priority of students who only listen to get first language. By developing listening skills, students are ready to develop other skills. When listening, the students are preparing to imitate the sound when they speak and to match the sound with the appropriate symbol when

they decode words. Linse (2005) summarizes how listening skills to build other skills in the simple statement "You need to hear the word before you can say it. You need to say the word before you read it. You need to read the word before you can write it" (p.27) Therefore, listening is extremely important. For verbal communication. However, listening is something that is often taken for granted in the communication (Turner, 1995).

Most foreign language students often consider that listening is as the most difficult skill in language to learn. For people who are learning English as a foreign language, it has confusing happen and misunderstanding if they cannot understand what the other person wants to say. According Vandergrift (1999), to understand the spoken language, people need to synchronize among voice, vocabulary, grammar structure, and knowledge background. Rost (2001) states that "the key of the main difference between someone who is successful and less successful in learning language is mostly concerned with their ability to use listening skills as a means of language" (p. 94).

In 2007, Vandergrift states that one of the reasons why listening is a difficult skill to learn is probably because students are not taught how to listen effectively. Actually there are several factors that influence listening comprehension. Yan (2006) classifies these factors into linguistic and non-linguistic factors. Pronunciation, vocabulary, exercise patterns are linguistic factors, while the psychological and cultural factors are non-linguistic factors. Learners also have different individual characteristics such as age, aptitude, attitude, motivation, styles and strategies that will have a significant impact on the sustainability-finish learning a language.

In fact, research in the field shows that the listening comprehension shortly consists of several procedures. Listeners should be able to distinguish sound, stress, intonation and tone of language. Once they can be realized throughout entire information that the speaker wants to say, listeners need to keep information in their memory until they can be understood. Clark & Clark (1977) summarize listening

process consists of three parts: perception, parsing, and use. The process of perception means that the listener receives the sound by speaker and form a picture in their short-term memory, and then the listener quickly convey information of echoic memory to short-term memory to process the meaning of the sound. Then, in the process of decomposition message rebuilt into a meaningful word that can be stored in short-term memory. Listeners take advantage of their long-term memory for connecting incoming messages to their own knowledge. Comprehension occurs when new information can be linked with existing knowledge.

Additionally, Bromley (1992) classifies listening into three types: informational, critical, and appreciative. Informational listening is to interpret the information in order to identify and remember facts, ideas, and relationships. Critical listening refers to the interpretation of information; requires more than identifying and remembering facts, ideas, and relationships. It requires the ability to analyze what is heard and make interpretations about it. Appreciative listening means the ability to enjoy what people hear.

In relation to the feelings of anxiety, some researchers have tried to prove it, most of them have other causes that protect the feelings of anxiety in listening investigated in 1998 done by Vogely produce several causes concern listened as the nature of voice, stage hardship, is less clear, lack of visual support, and the lack of repetition of the underlying concerns in listening. Additionally, Christenberry (2003) found the problematic nature listen and affirm as part of that very difficult. In another study conducted by Chang and Read (2008), they declare the factors related to the terms of exams, such as the way to take notes in listening. Furthermore, Gonen (2009) proved text listened, did not understand the material gathering and external factors like noise as a factor of anxiety in listening. Thus, this study focused on the anxiety of listening and its influence towards the students' listening comprehension.

2. Theoretical Background

Listening comprehension is very important to learn a second language both in general and in particular to learn foreign languages because it can enable learners to internalize the language through exposure to the target language (Brown, 2001). The process of understanding the complex and active listening is. Listening once considered a passive skill. Vandergrift (1999) defines a listening comprehension as "a passive activity" (p. 168). But recently, this view has been replaced by the view that more accurately that listening is an active process that requires the listeners to construct meaning by interacting with matter while they are listening to. This concept is comprehensively defined by O'Malley, Chamot, and Kupper (1989) that "listening comprehension is an active process and aware of where the listener to construct meaning using contextual cues of information and of knowledge that exists, by relying on several strategies to meet the needs required tasks "(p. 19). Moreover, in the discourse and certain conditions, the listeners should be able to process and decipher the chill of the spoken language. In other words, he should know "illocutionary force of speech" (Matsuoka, 2009, p. 32).

Purposes of establishing proficiency listen to foreign language learners as oral understanding is an important element in a communication. However, these skills are usually driven by fears. According to Alderson (2005, p. 138), "concern is fear understand the message and mean it right for thinking more hearing as proficiency complex." Then, the feeling of making a deep impression on understanding impression capabilities such as loss of confidence and contempt for ordinary skill stonewall hear about indecision heard referring to the fear of hearing in a foreign language (Elkhafaifi, 2005, p. 211). She investigated 233 post-secondary students of Arabic. The results indicated that there were significant negative correlations among foreign language learning anxiety, listening anxiety, and selected demographic variables and she suggested to reduce student anxiety by advising the teachers and Arabic programs to create a less stressful classroom environment in order to help

students improve both their listening comprehension proficiency as well as their overall course performance.

In addition, most of the anxious feelings appear when hearing a new message or quote is not logical, thinking for achievement that reflects their ability or intelligence, and got a new situation (Raja and Behnke, 2004, p. 76). Not surprisingly, the listener hears the English language too complicated and cannot understand what they were hearing.

Accordingly, all the causes encountered by prior research include two major concerns in listening (Kim, 2000, p. 99). They are tension and indecision English listening and less confidence in listening. For such problems, each listening protected by other factors as described in the following table.

Table 2
Socio-affective Strategies

Listening Anxiety Causes	
<p><i>1. Tension and worry over English listening</i></p>	<ul style="list-style-type: none"> - <i>Situation related listening apprehension represent general listening anxiety.</i> - <i>Process related listening anxiety refers to more specific feelings and circumstances in which the anxiety prevails.</i>
<p><i>2. Lack of confidence in listening</i></p>	<ul style="list-style-type: none"> - <i>Low self-confidence in English listening.</i> - <i>Experiences of failure in conversation or listening activities.</i> - <i>Both of the low self-confidence and the experience of failure in listening activities.</i>

Source: Kim (2000, p. 92-93)

Similarly, the possible having high-anxiety in the listening process may occur and lead the students to participate passively. Several researchers proved that for example Kim (2000) who studied the foreign language listening anxiety. One of her main findings is two-factor analyses of the foreign language listening

anxiety: tension or worry over English listening and lack of confidence in listening. 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. Naturally, the anxiety possibly appears when learners encounter a difficult and unfamiliar task (Scarcella and Oxford, 1990).

3. Method

This study uses a quantitative approach. To get the data questionnaire about listening anxiety was employed to the research subject. The questionnaire was designed through the operational of research variables, namely religiosity variable and motivation derived from the indicator. For verification of questionnaires and tests were done testing instrument validity and reliability of research instrument before it uses to retrieve data from material samples to be analyzed.

This research was conducted in English Language Study Program of JPBS FKIP of University of Sriwijaya in Palembang. The study population was all students of English Language Study Program in semester 2, 4, and 6. The population in used as a reference for sampling research. Sampling technique in this research is purposive sample, was taken in the sense that there are male and female.

In analyzing the data, there are three types of data to be analyzed. They are listening comprehension student test data and FLLASS questionnaire to measure the level of anxiety in listening. Data obtained from tests and questionnaires were calculated by statistical package for social sciences program (SPSS) version 20.

4. Result and Discussion

Descriptive analysis

Table 3 presents the descriptive statistics of the results of listening comprehension tests.

Table 3
Listening Comprehension Test Statistic Description

Number of Students	Total Problem	Min	Max	Mean	SD
134	50	24	94	61.23	19.48

Table 3 shows that the lowest score was 24 and the highest score is 94, while the average score was 61.23 and the standard deviation was 19.48. This score is also distributed to five scale description. With the scale of 'very good' (A), 'good' (B), 'enough' (C), 'low' (D), and 'failed' (E). While graduation in English Study Program Sriwijaya University is 71. The distribution of students listening comprehension test scores are presented in Table 4 below.

Table 4
Distribution of Listening Comprehension Test Scores (n = 134)

Scale Point	Value Scale	Value Description	Frequency	Percentage
86-100	A	Very Good	15	11%
71-85	B	Good	21	16%
56-70	C	Moderate	57	43%
41-55	D	Low	15	11%
0-40	E	Failed	26	19%
Total			134	100%

As shown in Table 4 above, there are only 36 students (27%) who score ≥ 71 . Less than 50% of students who did the test passing grade. While 57 (43%) of students are categorized in category enough, 15 (11%) of students in lower categories, and 26

(19%) of students in the category failed. Author concludes that the sample was not successful in running their listening comprehension test because most of their value does not pass passing grade

Correlation analysis

The researchers did test to identify the correlation between the aspects of anxiety in listening and listening comprehension. It also used the data calculated Pearson Product Moment Correlation, with the following results:

Table 5
Correlation between Listening and Understanding Concerns in Listening

		Listening Comprehension
Listening Anxiety	Pearson Correlation	.514**
	Sig. (2-tailed)	.000
	N	134

** . Correlation is significant at the 0.01 level (2-tailed).

The coefficient between concerns in listening and understanding listeners showed a positive correlation ($r = + 0514$). At 0:01 a significant level, r-table ($n = 134$) 0222 and the p value (0.000) is lower than 0.05. Correlation anxiety in listening and listening comprehension in this study shows the relationship level correlation was (0431). Thus, the hypothesis H_0 is rejected and H_a accepted, meaning no significant influence between listening anxiety and listening comprehension.

Table 6
Listening Anxiety in Listening Comprehension

Model	R	R Square	Std. Error of the Estimate	F	Sig. F Change
1	.246	- .180	18.95387	8.537	.000

Interpretation

Based on the findings above, there are several interpretations can be drawn to elaborate the answer from the research problem. Through questionnaire dealing with listening anxiety and comprehension tests listening involving 134 students of the second semester, fourth and sixth Study Program English, University of Sriwijaya, found that there was a negative influence was between listening anxiety and listening comprehension. In other words, the anxiety in listening also had relevance to the process of listening comprehension. This is in line with Elkafaifi (2005, p. 211), which revealed that the loss of confidence and look down capability may cause doubts in the ability to listen to endless fear of listening to a foreign language. Further analysis using simple regression shows that anxiety in listening accounted for 18% for listening comprehension. It means that anxiety in listening influences very weak to listening comprehension of English Education Study Program of Sriwijaya University.

5. Conclusion and Remark

Based on these findings, it can be concluded that in general the students use varying strategies, either consciously or unconsciously they use it when they listen. The influence was also found between listening anxiety and listening comprehension. Despite the relatively small influence, listening anxiety still played an important role in listening comprehension.

References

- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy* (3rd Edition). New York: Pearson Education, Inc.
- Chamot, A. U., & Kupper, L. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals*, 22(1), 13-24.
- Chang, A. C., & Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40(2), 375-397.
- Christenberry, B. (2003). *Listening comprehension in the foreign language classroom*. Retrieved from <http://langlab.uta.edu/german/lana.rings/fall01gradstudents/2001paperchristenberry.html>
- Clark, H. H., & Clark, E. V. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd Edition.). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd Edition). Upper Saddle River, NJ: Pearson Education, Inc.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal*, 89(2), 206-220.
- Feyten, C. (1991). The power of listening ability: An overlooked dimension in language acquisition. *Modern Language Journal*, 75(2), 173-180.
- Gay, L.R. (2009). *Educational Research: Competencies for analysis and application* (3rd Edition). Ohio: Merrill Publishing Company.
- Goh, C. C. M. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2). 124-147.
- Goh, C. C. (2002). Learners' self-reports on comprehension and learning strategies for listening. *Asian Journal of English Language Teaching*, 12, 45-68.
- Gonen, M. (2009). The relationship between FL listening anxiety and foreign language listening strategies: the case of Turkish EFL learners. Proceedings of the 5th WSEAS/IASME International Conference on Educational Technologies (EDUTE' 09).

- Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113-155.
- Kim, J. H. (2000). *Foreign language listening anxiety: A study of Korean students learning English* (Unpublished doctoral dissertation). University of Texas, Austin.
- Krashen, S. D., Terrell, T. D., Ehrman, M. E., & Herzog, M. (1984). A theoretical basis for teaching the receptive skills. *Foreign Language Annals*, 17(4), 261-275.
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners* (David Nunan Series Editor). New York: McGraw-Hill companies, Inc.
- Matsuoka, Y. (2009). Possible strategies for listening comprehension: Applying the concepts of conversational implicative and adjacency pairs to understand speaker intention in the TOEFL listening section. *Accents Asia* 3(2), 27-56.
- O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Küpper, L. & Russo, R.P. (1985). Learning strategy applications with students of english as a second language. *TESOL QUARTERLY*, 19(3), 557-584.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge, England: Cambridge University Press.
- Oxford, R. L. (1989). Use of language learning strategies: a synthesis of studies with implications for teacher training. *System*, 17(2), 235-47.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Rost, M. (2001). *Teaching and researching listening*. London: Longman.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan RD*. Bandung: Alfabeta.
- Teng, H. C. (1997). An investigation of EFL listening strategies by Taiwan college students.
- Underwood, M. (1990). *Teaching listening*. New York: Longman.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.
- Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30(3), 387-409.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, 53(3), 168-176.

- Weinstein, C., & Mayer, R. (1986). *The teaching of learning strategies* (In M.C.Wittrock Edition, Handbook of research on teaching 3rd Edition). New York: Macmillan.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Yan, Feng. (2006). Listening to the voices of pupils: An alternative route to a balanced curriculum for junior middle schools in China. APERA Conference 28-30 November 2006 Hong Kong.

