LISTENING ANXIETY OF ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

This research aimed to (1) discover the profile of the students' listening anxiety; (2) reveal the students' English listening comprehension; and (3) uncover whether there is a correlation between students' listening anxiety and their English Listening Comprehension. This research was designed quantitatively by employing correlational analysis. The sample chosen was 35 fourth semester students in English Department of Universitas Islam Makassar. The instruments were listening anxiety questionnaire consisted of 33 items adopted from Chang (2008) and listening and listening comprehension test consisted of 50 items by Phillips (2001). The results of the instruments were analyzed quantitatively which were then analyzed by using SPSS 21 for the correlational analysis. The results showed that the mean score of the listening anxiety questionnaire was 120.77 which can be concluded as medium anxiety level. Meanwhile, the mean score of the students' English listening test was 43.14 which could be concluded as fair listening comprehension. Furthermore, the correlational analysis showed that the value of the r-computed was -0.748 meaning that H_0 was rejected and H_a was accepted and since the result of the r-computed was negative, it can be concluded that there was strong negative correlation between listening anxiety and listening comprehension of the students meaning that the higher the listening anxiety of the students is, the lower the students' listening comprehension is and vice versa.
Keywords: Listening Anxiety, Listening Comprehension, Correlation.

ABSTRAK

Penelitian ini bertujuan untuk (1) menemukan riwayat kecemasan menyimak siswa; (2) mengungkapkan pemahaman menyimak Bahasa Inggris siswa; dan (3) mengungkapkan apakah ada korelasi antara kecemasan menyimak siswa dan pemahaman menyimak Bahasa Inggris mereka. Penelitian ini dibuat secara kuantitaif dengan menggunakan analisa korelasi. Subyek penelitian yang diambil adalah 35 siswa semester empat pada jurusan Bahasa Inggris di Universitas Islam Makassar. Instrumen yang digunakan adalah angket kecemasan menyimak yang terdiri dari 33 pernyataan dan diadopsi dari Chang (2008) dan tes pemahaman menyimak yang terdiri dari 50 pertanyaan oleh Phillips (2001). Hasil dari kedua instrument tersebut dianalisa secara kuantitatif yang kemudian dianalisa menggunakan SPSS 21 untuk analisa korelasi. Hasil penelitian menunjukan bahwa skor rata-rata dari angket kecemasan menyimak adalah 120.77 yang dapat dikategorikan sebagai kecemasan dengan level sedang. Sementara itu, skor rata-rata dari tes menyimak Bahasa Inggris siswa adalah 43.14 yang dapat disimpulkan sebagai pemahaman menyimak yang cukup. Selanjutnya, analisa korelasi menunjukkan bahwa nilai r-terhitung adalah -0.748 yang berarti H0 ditolak dan Ha diterima dan karena hasil dari r-

terhitung adalah negative, maka dapat disimpulkan bahwa terdapat korelasi negative yang kuat antara kecemasan menyimak dan pemahaman menyimak siswa yang berarti semakin tinggi kecemasan menyimak siswa, maka semakin rendah pemahaman menyimak siswa tersebut dan sebaliknya.
Kata kunci: *Kecemasan Menyimak, Pemahaman Menyimak, Korelasi.*

A. INTRODUCTION

In Indonesia, where English is one of the most learned foreign languages, people have already been aware of the importance of English which can be seen from the parents who introduce English to their children in such a very young age. In addition, there are so many senior high schools and universities which require English competence for either entry and graduation requirement which, again, indicates how English holds an important role in Indonesia.

Speaking about English, people are most likely more concerned to mastering English speaking skill rather than reading, writing, and listening, presumably because people tend to think that the whole point in learning English is to be able to speak in English. In fact, in terms of use, listening takes up 40-50% of time spent on communicating followed by speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Furthermore, Brown (2001) said that listening is an important skill through which language learners internalize linguistic information without which they cannot produce language.

However, it must be made clear that listening and listening comprehension are two different things. It is necessary to be able to distinguish between listening as a process of merely hearing to spoken language which does not necessarily involve interpretation in it, while listening comprehension is a process that involves understanding the message of the spoken language.

Despite the importance given to English listening, unfortunately, listening research is depended greatly on findings of reading research, presumably because of the complexity of testing oral comprehension (Lund, 1991). Also, comprehending spoken English is certainly not easy for learners, especially in Indonesia where English is a foreign language which means Bahasa Indonesia, the first language, dominates most of the communication, not to mention that the learners have very limited exposure to English outside the context of formal study which causes learning how to listen to spoken English in the classroom to be more challenging than it already is.

Listening is considered difficult for learners, especially in the context of foreign language setting, because there are factors which are out of the learners' control as listeners, such as speech rate, speakers' accent, cultural content of the talk, and so forth (Graham, 2006). Furthermore, Samuels (1984) classified listening comprehension difficulties into external, medium, and internal factors. External factors refer to the learning environment, practice opportunities, and speaker characteristics, such as loudness of voice and effectiveness of the speaker. Medium factors relate to text type, task type, and the context in which listening takes place. The last is internal factors relevant to listeners themselves, such as language competence which refers to being able to

automatically decode linguistic elements, or emotional and physical issues such as nervousness, being tired or hungry.

On the other hand, listening difficulties perceived by learners can lead to anxiety. As Young (1992) stated that learners may feel anxious while listening in the target language due to some difficulties associated with foreign language listening. It should be noted that learners who hold language anxiety, especially in listening, can affect their comprehension, because emotions, such as anxiety, play a very important role on one's mental life and it can also affect how one's brain functions (Arnold, 2000).

The researcher chooses this study because listening anxiety has received little attention from researchers and there is little solid evidence that there is any correlation between listening anxiety and listening comprehension (Chang, 2008). Therefore, contribution of more studies regarding this issue is still needed.

B. LITERATURE REVIEW

1. Concept of Correlation

According to Gay (1987), correlation in quantitative terms is the degree to which variables are related. Degree of relationship is expressed as correlation coefficient. When a correlation is found to exist between two variables, it means that scores within a certain range on one variable are associated with scores within a certain range on the other variable.

Also, Fraenkel and Wallen (2009:328) stated, correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. As Gay (1987) defines that correlation coefficient is a decimal number between .00 - 1.00 that indicates the degree to which two variables are related. If two variables are highly related, a correlation coefficient near +1.00 (or -1.00) will be obtained.

Based on the explanations above it can be concluded that correlation is mutual relation between two variables or more.

2. Sources of Listening Anxiety

According to Chang (2008), there are 3 main sources of listening anxiety which are related to lack of confidence, taking English listening courses as a requirement, and worrying about test difficulty. In addition, the characteristics of language input are also another major source of listening anxiety. The characteristics include fast speech, difficulty, and lack of clarity, visual support, or repetition and other factors such as instructional methods or teachers' and learners' beliefs also contribute to the listeners' anxiety (Vogely, 1998).

Low confidence in comprehending spoken language is found to be the major factor contributing to listening anxiety especially in the context of English as a foreign language (Chang, 2008). It is found that most of the students tend to think that English listening is not easy which is supported by Dunkel (1991) who claimed that lack of confidence is one of the factors causing students think that listening is difficult.

Another source of listening anxiety is taking English listening courses as a requirement.

As it is known that English holds an important role in society including education which can be seen from many educational institutions that require English competence for either entry or graduation requirement. As Chang (2008) found that students are aware of English listening skill, but the low listening proficiency causes them to feel anxious when the course is required.

Lastly, worrying about test difficulty also contributes in the occurrence of listening anxiety. As Vogely (1998) reported that characteristics of the test input also take students' attention very much, they tend to worry about the nature of the speech, level of difficulty, lack of clarity, lack of visual support, and lack of repetition of the spoken input which, all of those, lead to listening anxiety.

Based on the explanation above, it is clear that listening anxiety is, indeed, experienced by English listening learners. It is also evident that there are many factors causing listening anxiety, both internal and external factors. Since anxiety is also indicated to have influence in language competence, therefore it is necessary to identify the extent of anxiety experienced by the students and its correlation to language competence which in this study is English listening competence.

3. Previous Studies

In this study, the researcher presents previous studies which are related to the present study. The previous study was done by Chang (2008) entitled *Sources of Listening Anxiety in Learning English as a Foreign Language*. She was trying to identify the listening anxiety faced by English foreign language learners and factors that cause the anxiety by giving listening anxiety questionnaire and two forms of Test of English for International Communication (TOEIC) to 160 business-major students. The results of her study showed that Listening anxiety did happen among the participants of her study and three components were labeled as main factor contributing in listening anxiety. Those are low confidence, taking the listening course, and being worried about the difficulty of the test.

Another previous study was done by Xu (2011) entitled *Anxiety in EFL Listening Comprehension*. She was trying to identify the sources and solutions of listening anxiety of 140 non-English major students from Qingdao University of Science and Technology. The results of her study showed that listening anxiety did exist among the students. It was the important factor that affected the listening comprehension ability of successful students and that the anxiety were mostly related to characteristics of input and suggested that in order to reduce the anxiety, teachers need to make the input comprehensible by making the test input based on familiar, meaningful topics and vocabulary. Some students even indicated to make the input more informal, and ungraded, rather than formal, graded activities. In other words, the students wanted to practice LC, but did not wanted to be graded each time they practiced it.

Lastly, a study done by Capan and Karaca (2013) entitled *A Comparative study of Listening Anxiety and Reading Anxiety* was trying to identify the relationship between listening anxiety and reading anxiety among 159 students of English language teaching major. The students were given 2 kinds of questionnaire to find out the listening anxiety and reading anxiety. It was found that there was positive correlation between listening anxiety and reading anxiety which indicated that the higher the level of listening anxiety, the higher the level of reading anxiety would be. In

addition, the research also found that there was no linear decrease of anxiety levels related to number of years spent in school, since the participants consisted of freshmen and sophomore students which gave no statistically significant different level of anxiety.

C. RESEARCH METHOD

1. Research Design

The participants of this study are 35 students of English Department at Universitas Islam Makassar. The design of this study was correlational design. According to Arikunto (2007), correlation study is a study that aims to know whether there is any relationship between two variables or more. In addition, Fraenkel and Wallen (2009:328) stated that correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. They also said that correlational research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. Therefore, this research aims to ensure the correlation between listening anxiety and English listening comprehension of English department students of Universitas Islam Makassar.

According to Beaumont (2012) variables that produce a correlation value close to + 1 or - 1 are said to be highly correlated. A value close to +1 suggests a high positive correlation (one variable increases, the other variable also increases or vice versa) and a value close to -1 suggests a high negative correlation (one variable increases, the other variable decreases or vice versa). Clearly, the positive (+) and negative (-) of the result do not determine the value, it only indicates the direction of the correlation, whether it is positive correlation or negative correlation.

2. Instruments

According to Arikunto (2003), research instrument is a tool used by the researcher to find out or to measure ability with certain rules. Questionnaire will be given to the participants in order to measure their listening anxiety toward English listening and listening test will be given to the participants in order to measure the students' English listening comprehension.

To collect the data in this research, the researcher used 2 instruments, an adopted questionnaire from Chang's (2008) listening anxiety questionnaire as the tool of assessing students' listening anxiety and listening comprehension test.

The questionnaire consisted of 33 items adopted from Chang's (2008) listening anxiety questionnaire. It was classified into 3 categories based on the sources of anxiety which are (1) low confidence of comprehending spoken English, (2) Taking English listening courses as a requirement, and (3) worrying about test difficulty. Then, it will be conducted to answer the research questions, "What is the profile of the students' listening anxiety?" and to find out the correlation between listening anxiety and their listening comprehension in English listening test.

As for the listening comprehension test, it consisted of 50 questions taken from diagnostic listening test by Phillips (2001). It was conducted to answer the research questions, "What is the level of the students' listening comprehension?" and to find out the correlation between listening anxiety and their listening comprehension in English listening test.

3. Data Collection

The data of this study were the scores obtained from the questionnaire regarding students' listening anxiety and the scores of students' English listening comprehension test. The researcher asked 30 of English department students of Universitas Islam Makassar, as the samples, to answer the listening questionnaire and choose the appropriate answers of the English listening comprehension test. The researcher will do five steps regarding this matter. The first step was the researcher prepared the research instruments. Then, the researcher gave the questionnaire adopted from Chang's (2008) listening anxiety questionnaire. Next, the researcher gave the listening comprehension test to the students. After that, the researcher scored the results of the questionnaire and the listening comprehension test. Finally, based on the data result, the researcher analyzed the data by using SPSS 21 to verify the hypothesis whether there is any correlation between students' listening anxiety and listening comprehension.

D. FINDINGS AND DISCUSSION

1 The Result of Listening Anxiety Questionnaire

The students were asked to answer each of 33 items of the questionnaire on a five-point Likert scale ranging from "strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points) and strongly disagree (1 point). The scores of the listening anxiety questionnaire can be seen on the following table:

Table 1: The Summary of Listening Anxiety Questionnaire

No	Category	Number of Students	Average Score
1	Low	0	0
2	Medium	16	110.94
3	High	19	129.05

The mean score of the students' listening anxiety questionnaire was 120.77 (see appendix) which can be concluded as medium anxiety level with the details as follows: the students who got 33-77 score (low anxiety) were 0 student, 78-121 score (medium anxiety) were 16 students, and 122-165 score (high anxiety) were 19 students. In other words, statistically speaking, the students experienced medium level of anxiety towards English listening.

a. Low Confidence of Comprehending Spoken English

Low confidence of comprehending spoken English was found to be one of the sources of the students' English listening anxiety, the detail is as follows:

Table 2: The Rating Frequency of Low Confidence of Comprehending Spoken English Aspect

Item	Frequency of Rating				
	1	2	3	4	5
Q2	0	9	9	13	4

Q3	4	3	8	13	7
Q4	0	3	8	15	9
Q5	3	2	13	12	5
Q6	4	4	6	9	12
Q10	3	7	12	7	6
Q11	1	6	12	13	3
Q13	1	4	14	13	3
Q14	10	13	9	1	2
Q16	1	4	8	15	7
Q17	1	6	5	12	11
Q20	6	3	9	15	2
Q25	2	5	14	9	5
Q26	0	7	7	13	8
Q29	3	2	3	12	15

It can be concluded from the table that the students were rather lacking the confidence in comprehending spoken English which can be seen from 23 (65%) of the students did not think English listening was easy and only 3 (8%) of them think English listening was easy (item 14), 22 (62%) students responded that they were nervous if the speech of the spoken English was fast (item 16). Furthermore, 27 (77%) of the students indicated that, in listening, they could get very nervous and forget the meaning of even a very easy word (item 29) which also indicated that the lack of confidence of comprehending spoken English could make the students nervous and affect their performances in English listening.

b. Taking English Listening Courses as a Requirement

Another source of listening anxiety was taking English listening courses. As mentioned earlier, the students were taking English major in college meaning that one of the requirements to graduate was taking listening courses. The result of the questionnaire is as follows:

Table 3: The Rating Frequency of Taking English Listening Courses as a Requirement Aspect

Item	Frequency of Rating				
	1	2	3	4	5
Q7	1	3	5	15	11
Q8	0	2	4	22	7
Q9	1	5	7	14	8
Q15	0	1	8	8	18
Q18	0	0	9	17	9
Q19	1	5	8	5	16
Q28	0	1	7	9	18

From the table above, it can be seen that the students responded quite positively about taking English listening courses which can be seen from 29 (82%) of the students considered themselves lucky to be able to take English listening class (item 8) and 22 (62%) students did not

mind to take more listening classes. Furthermore, 26 (74%) students indicated that they will not face difficulties in English listening as long as they practice a lot (item 15) and 27 (77%) of the students believed that having good preparation before listening test will lessen the nervousness during the test. In conclusion, despite the lack of confidence in comprehending spoken English, the students seemed to have high motivation in taking listening courses and comprehending it.

c. Worrying About Test Difficulty

Moreover, worrying about test difficulty is also contributing in listening anxiety which can be seen from the table below:

Table 4: The Rating Frequency of Worrying About Test Difficulty Aspect

Item	Frequency of Rating				
	1	2	3	4	5
Q21	0	0	14	14	7
Q23	0	2	12	14	7
Q24	1	7	13	12	2
Q30	0	0	9	8	18
Q31	0	1	9	9	16
Q32	0	0	10	9	16
Q33	0	0	8	6	21

As described by the table, listening tests clearly provoked anxiety towards English listening learners which can be seen from 27 (77%) students responded wishing that the content of the test could be based on what had been taught (item 33) and 26 (74%) students preferred slow speech rather than fast speech of spoken English (item 30). In addition, 14 (40%) of the students worried about the test type while only 8 (22%) students who did not worry about the test type (item 24) and 21 (60%) students stated to feel more relaxed if the test items were multiple-choice rather than other types of test items (item 23) while only 2 (5%) students who disagreed to it.

2. The Result of Listening Comprehension Test

In finding the result of listening comprehension test, the researcher took the data from diagnostic listening test taken from Phillips (2001) which consisted of 50 multiple-choice questions. In scoring the test, the right answer was given one (1) point and the wrong answer was given zero (0) point, s the overall raw score from the right answers in the test was 50 points. The scores of the students' listening comprehension test can be seen on the following table:

Table 5: The Summary of Students' Listening Comprehension

Category	Rate of Scores	Number of Students
Very Good	81-100	1
Good	61-80	2
Fair	41-60	14

Poor	21-40	18
Very Poor	0-20	0

The mean score of the listening test was 43.14 (see appendix) which means, statistically speaking, the students' listening comprehension in general could be categorized as fair listening ability with the detail as follows: the students who got 81-100 score (very good) were 1 student, 61-80 score (good) were 2 students, 41-60 score (fair) were 14 students, 21-40 score (poor) were 18 students, and 0-20 score (very poor) were 0 student.

3. The Result of Correlational Analysis

In finding the correlation between the students' listening anxiety and listening comprehension, the researcher used Pearson correlational analysis by using SPSS 21. The following table is the result of the analysis:

Table 8: The Result of Correlational Analysis

		Listening Anxiety	Listening Comprehension
Listening Anxiety	Pearson Correlation	1	-.748[**]
	Sig. (2-tailed)		.000
	N	35	35
Listening Comprehension	Pearson Correlation	-.748[**]	1
	Sig. (2-tailed)	.000	
	N	35	35

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

With the value of the r-computed (-0.748) higher than the r-table (0.334) with N=35 (see appendix) and $p<0.05$, it can be concluded that there is significant correlation between the students' listening anxiety and their listening comprehension which means that H_0 is rejected and H_a is accepted.

In addition, since the r-computed is -0.748, it means that the strength of the correlation is strong which also means that there is strong correlation between listening anxiety and listening comprehension of fourth semester English department students at Universitas Islam Makassar and due to the negative value of the result (-0.748), then the direction of the correlation is also negative. In other words, the higher the listening anxiety of the students is, the lower the students' listening comprehension is and vice versa.

4. Discussions

The first research question of the study is "What is the profile of the students' listening

anxiety?" Based on the result of the study, it showed that the mean score of the listening anxiety questionnaire was 120.77 which can be concluded as medium anxiety level with the details as follows: the students who got 33-77 score (low anxiety) were 0 student, 78-121 score (medium anxiety) were 16 students, and 122-165 score (high anxiety) were 19 students. This supported the research finding of Chang (2008) showing that listening anxiety did happen among English listening learners.

As for the sources of listening anxiety, the listening anxiety questionnaire by Chang (2008) was divided into 3 categories based on the main sources of listening anxiety: (1) low confidence of comprehending spoken English, (2) Taking English listening courses as a requirement, and (3) worrying about test difficulty. It was found that the students seemed to have mixed feelings towards English listening since most of them did not think English listening was easy, yet they also claimed to be lucky to be able to take English listening class and did not mind to have more listening classes which indicated that despite of having low confidence of comprehending the listening course, they preferred to have more classes of the course which also indicated that the students seemed to have high motivation in comprehending English listening when at the same time they found it difficult to comprehend. The students also indicated that they preferred the listening test was related to the materials which had been taught and preferred multiple-choice type of test which indicated that students seemed quite concerned with the difficulty of the listening test.

The second research question is "What is the level of the students' listening comprehension?" especially the listening comprehension of the fourth semester English department students of Universitas Islam Makassar. Based on the result of the study, it showed that the mean score of the students' English listening test was 43.14 which could be concluded as fair listening comprehension with the detail as follows: the students who got 81-100 score (very good) were 1 student, 61-80 score (good) were 2 students, 41-60 score (fair) were 14 students, 21-40 score (poor) were 18 students, and 0-20 score (very poor) were 0 student.

It could be seen that the students faced some difficulties in comprehending listening comprehension which is likely the reason of why the students felt anxious towards English listening. This supported the theory by Young (1992) who stated that learners may feel anxious while listening in the target language due to some difficulties associated with foreign language listening

The last research question is "What are the correlations between the students' listening anxiety and their English Listening Comprehension?". Based on the Pearson correlational analysis, the value of the r-computed was -0.748 while the r-table, with N=35 is 0.334. It showed that the r-computed was higher than the r-table which meant that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted and the negative result of the r-computed indicated that there was negative correlation between listening anxiety and listening comprehension of the students meaning that the higher the anxiety of the students is, the lower the students' listening comprehension is and vice versa. This supported the theory saying that the language learning process can be influenced by affective factors such as anxiety (Krashen, 1985).

E. CONCLUSION

Based on the purposes of the study previously mentioned, the conclusions of this study are, as follows:

1. The listening anxiety of the fourth semester English department students of Universitas Islam Makassar is categorized medium anxiety. It is proven by the mean score of the students' listening anxiety questionnaire which is 120.77 and can be concluded as medium anxiety level.
2. The English listening comprehension of the fourth semester English department students of Universitas Islam Makassar is classified as fair. It is proven by the mean score of the listening test which is 43.14 and can be concluded as fair listening comprehension.
3. There is strong negative correlation between listening anxiety and listening comprehension of the fourth semester English department students of Universitas Islam Makassar. In conclusion, the higher the listening anxiety of the students, the lower their listening comprehension and vice versa.

The researcher also realizes that there are some weaknesses in this study. Besides limited time and facility, the researcher only investigated the extent of the students' listening anxiety, listening comprehension, and how they are correlated to each other. Therefore, it is suggested for next researchers who are interested in doing similar research to investigate the appropriate method to decrease students' listening anxiety and to increase students' listening ability. This current study is also limited to a foreign language classroom context. Therefore, it is suggested for future research to investigate listening anxiety in real-life context which may be different from the anxiety of classroom context. In addition, 30 respondents are the least acceptable number of respondents in correlational study. Since the current study used only 35 students, it is suggested for future research to have a larger group of respondents to find out whether the same results are evident.

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