

Listening Anxiety Experienced by Advanced Listening Class Students of English Department UNP Padang

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Abstract

Most students in English Department of UNP experience anxiety in Listening classes. They think due to their anxiety, they cannot really comprehend the listening better and it results toward their listening anxiety. As a result, everytime listening class begins; they tend to think they cannot do the listening practice due to their anxiety. That is why this research needs to be conducted. The aim of this research was to analyze the listening anxiety of the students in Advanced Listening class of English Department. This research used descriptive data analysis and the population was from all the students who were having Advanced Listening class. The sample of this research used purposive random sampling with sample from class IC D that they took advanced listening class. The data were collected through questionnaire named Foreign Language Listening Anxiety Questionnaire (FLLAQ) adopted from Marzec-Stawiarska (2013) and Horwitz (2008). This result of this showed that the students have middle anxiety level when they are in the advanced listening class (94,14 points). Further researches related with listening anxiety are suggested to do.

Keywords: *anxiety, listening anxiety, advanced listening*

Introduction

Language is very important to be learned due to the importance of communication, especially for second language learning. In EFL language learning, mostly the students feel anxiety when they come to the class. According to Horwitz in Elaldi, 2016, p. 219), "one-third of all language learners have experienced the language anxiety." The students think that learn the second language is difficult for them and it will result toward their anxiety with learning the second language even they will feel anxiety before coming to the class itself.

The analysis toward the language anxiety has been done by many researchers in their journals, such as Elaldi (2016) that discussed about foreign language anxiety levels of students, Han (2013) that discussed about the review of foreign language anxiety related with the factors of foreign language anxiety and how to overcome this problem, Oktaviani, Radjab, Ardi (2013) that discussed senior high school students' anxiety in learning English and Masriani, Mukhaiyar, Wahyuni (2013) discussed university students' anxiety in English writing. Then, Lababidi (2016) discussed about the perceptions, experiences that the students ever had when they were in foreign language class, and how the students overcome the problems of anxiety they faced in the class, Karunakaran, Rana, and Haq (2013) that discussed about the factors for occurring the language anxiety of the students and the ways to overcome the problem, Halder (2018) that discussed about the relation of English language anxiety and academic achievement, Horwitz (2001) that reviewed the journals related with the language anxiety and academic achievement, lastly, Kralova (2016) that discussed about the language anxiety entirely from the characteristics, factors, causes and the others related with language anxiety.

In relation toward the language anxiety, there is one specific skill to be researched. That is listening skill. Listening is one of the skills that must be achieved in English competence. The students have to perceive the listening skill in order to be easy for the rest of the other skills, such as speaking, reading, and writing and due to the effectiveness of communication itself. Unfortunately, for the listening skill, mostly the students feel anxiety. That is listening anxiety. Listening anxiety is the feeling of the tension, nervousness, and worry that are related with the nervous system of human." (Rahimi and Soleymani, 2015, p. 153).

The students think that listening skill is one of the skill that they are worried about because they have to listen carefully and try to comprehend the meaning of the speakers. Due to that kind of factor, it results toward their anxiety toward listening skill. The analysis related with listening anxiety has been done by many researchers. First, Erlina, Inderawati, and Hayati (2016) discussed about the influence of listening anxiety toward the listening comprehension of the students and how the contribution of listening strategies and listening anxiety of the students related with the listening comprehension of the students. Second, Golchi

(2012) investigated about the listening anxiety and the relationship with listening strategy and listening comprehension of the students. Third, Marzec-Stawiarska (2013) that researched about factors and causes of listening anxiety in foreign language class.

Fourth, Serraj (2015) that discussed about the factors of listening anxiety and the way to reduce the listening anxiety of the students. Fifth, the research done by Oteir and Aziz (2017) that discussed about the impact of listening anxiety toward the students and the students' perspectives of it. Sixth, Sawalha (2016) that researched about how the listening anxiety affected the students' listening process during the class. Lastly, Rahimi and Soleymani (2015) discussed about the impact of mobile learning toward the students' listening anxiety and listening comprehension.

Based on the researches done by all researches above related with listening anxiety, this research wants to look for the levels of listening anxiety of advanced listening class. As it has been known, the students have gone through three steps of listening skills, such as basic, intermediate, and advanced listening skill. During their experiences in those classes that they have gone through, the researcher wants to see whether the students still have the anxiety in advanced listening class and the level of it. That is the researcher wants to look for from this research.

Review of related literature

Anxiety

Anxiety is mental and the physical state that is related with the condition of the people itself and it is affected from many factors, such as biological, psychological, and so forth (Doubek and Anders in Kralova, 2016, p. 3). Also, the definition of anxiety from Spielberg (1972) in Kralova (2016, p. 3) is the feeling of tension, nervousness, and worry that are known from the unpleasant condition of human itself.

According to Horwitz, Horwitz, and Cope in Kralova (2016, p. 3), there are two types of anxiety that depends on the situations. First, it is specific anxiety which means the anxiety that happens merely in specific situation. Second, it is general anxiety which occurs in any situation. Also, according to traditional psychological classification in Kralova (2016, p.3), there are two types of anxiety. First, it is trait anxiety which is related with individual's personality that they have through all steps of their life. Otherwise, the second is the state anxiety that occurs in specific situation.

Based on the explanation above, it could be known that anxiety is related much toward the system of the human body. It is the internal factor that happens inside of human self. There are two types of anxiety according to Horwitz, Horwitz, and Cope and there are also two types of anxiety according to traditional psychological classification.

Language Anxiety

The term language anxiety means the anxiety that happens through the process due to the inability to comprehend the messages (Dalman, 2012, p. 20). The term "language anxiety" and "foreign language anxiety" have been increasingly discussed in two articles written by Horwitz.

In every process of language learning, the students must have anxiety within it. They are afraid that they will commit some mistakes when studying the foreign language. Language anxiety is one of the great obstacles that make the students have difficulty while studying the language. According to Horwitz in Elaldi, 2015, p. 219), "one-third of all language learners have experienced the language anxiety." It can be seen by the way the learners study. When they study the language, they tend to feel anxiety when they learn. They are afraid to commit mistakes when they are learning. For example, some students want to get out of the class or they are afraid with the lecturers or they will be laughed by their friends if they commit mistakes.

There are three components of foreign language anxiety (Horwitz EK, Horwitz MB, and Cope J in Elaldi, 2016, p. 219). The first component is the fear of communication. It has been known that when learning the language, the students tend to be afraid of committing a mistake when they want to express their opinion. They are afraid that their utterance cannot be perceived by the people whom they talk to and it results toward the fear to communicate. The second factor is the apprehension toward the negative social evaluation. It can be known that the students are scared when they are evaluated negatively by the people. The third factor is the test anxiety which means the apprehension toward the academic evaluation. It has been known that when the students are going to be evaluated by their lecturers about their language, they are afraid that they are going to have negative evaluation from their lecturers.

Language anxiety happens mostly in all contexts of second language, such as listening, speaking, and learning (MacIntyre and Gardner in Elaldi, 2016, p. 219). It cannot be denied that when learning the language itself, mostly the students have anxiety toward the skills of the language itself. There are several factors that cause the language anxiety. The first factor is the linguistic difficulties faced by the students (Hashemi and Abbasi in Elaldi, 2016, p. 220). As a matter of fact that the students learn the language that it

is not their native language, they have several difficulties in comprehending the linguistic of language itself, such as grammar, phonology, and the others. The second factor is the students think they are lack of intelligence to perceive the language itself (Price in Elaldi, 2016, p. 220). The students think that they cannot understand the language itself due to the fact that they ensure themselves that they are lack of intelligence of studying that.

The third factor is the students set their goals highly to reach the highest score of language study and it results toward the anxiety of failing to achieve that goal (Zhang and Zhong in Elaldi, 2016, p. 220). The fourth factor is related with the language activity in the classroom (Price in Elaldi, 2016, p. 220). For example, when the students have activity in the class related with speaking activity, the students are afraid to commit wrong pronunciation and they will be laughed in front of their peers. It is going to make the students are scared much toward that. The last factor is related with the task (Young in Elaldi, 2016, p. 221). The anxiety of the students is going to be so high if the task they obtain is unfamiliar or ambiguous for them. They will have much anxiety due to the fact that they are unfamiliar with the words or with the meaning of the words itself.

Due to all factors related with the language anxiety, it is the responsibility for the lecturers to overcome that. It could be overcome by creating the situation of the classroom that is not going to provoke the anxiety to occur (Hashemi and Abbasi in Elaldi, 2016, p. 220). It is very important to be remembered that the lecturers have to create the comfortable atmosphere in the classroom in order not to make the students have much anxiety when learning the language itself. For example, the lecturer creates the fun activities when studying speaking. When the students commit mistakes while speaking, the lecturers do not criticize the mistakes much. It is going to overcome the language anxiety of the students.

Listening Anxiety

The term listening anxiety occurred since 1970s and Wheelers (1975) in Dalman, 2012, p. 28) defined that listening anxiety as a receiver's anxiety- the anxiety that they are not able to interpret the messages adequately from the other people.

The term listening anxiety is related with the fear of the students itself that they are going to have misinterpretation toward what they have listened and the other things that they are a factor of the students to have anxiety. Listening anxiety is very not good for the students itself. "The students feel anxiety which means they feel the tension, nervousness, and worry that are related with the nervous system of human." (Rahimi and Soleymani, 2015, p. 153). Based on this definition, it can be known that the anxiety of students related with the nervous system of them in their body. For example, when they have not come to the class yet, they already felt the anxiety itself. They already thought that listening class will be their anxiety.

For the types of the anxiety, there are two types of it. The first one is facilitating and the second one is debilitating. Facilitating can act as a motivator for the learners, but debilitating is the anxiety which causes the learners avoid the process of studying, such as listening. Listening anxiety affects the listening comprehension as well as listening ability. Moreover, if the students do not comprehend the text well, it will result toward the unsuccessful students in listening comprehension (Rahimi and Soleymani, 2015, p. 153).

There are several factors which increase the anxiety in listening for the students in class. According to Pan (2016), there are four factors related with that. The first factor is the lecturer's factor. The lecturer who is too serious or has no sense of humour can make the students feel anxiety. For example, when the students merely sit in the class and the lesson has not begun yet, but the students already felt anxiety due to the lecturer's behaviour during the class. The students just feel anxiety because they feel the tension when they are asked by the lecturer like that.

The second factor is the students' factor. The most important factor related with the anxiety of the students in listening is the low students' interest in listening. When they come to the class, they already felt anxiety due to their not-interesting toward listening. For example, when they are listening, they directly take their note or ask their friends, then they feel anxiety because they do not catch the important information from that listening audio. The third factor is the listening material. The listening material that is not familiar with them and they feel anxiety because of that. They feel tense and they are just full of anxiety because they do not recognize the speed, the words the speaker says, and so forth.

Based on the explanation above, it can be perceived that listening anxiety always occurs when someone feels the tension or nervousness in their body even before coming to the class itself. There are three factors that are related with it, such as lecturer's factor, students' factor, and listening material. They are really interconnected much toward the listening anxiety of the students.

Methods

This research aimed to know the level of listening anxiety faced by the students of advanced listening class. In this research, the researcher used descriptive data analysis in the form of questionnaire.

For the population of the research, the researcher took one class (IC D) as a sample that the class took Advanced Listening class.

The type of the sampling in this research used purposive sampling. Purposive sampling is sampling taken based on the researcher's needs and there is a specific purpose within it. This type of sampling is for the people who have deep knowledge and have the experience of their major. For example, for the students who already taken the highest level of listening skill or advanced listening skill. So, the researcher wanted to know whether the students had the anxiety in listening or not and the level of the anxiety of the students in advanced listening.

In this research, the researcher used Listening Anxiety Questionnaire adopted from Marzec-Stawiarska and Horwitz and as the instrument to know the listening anxiety of the students in advanced listening class. This instrument has seven categories and it has been shorted into three categories that were adopted from Pan (2016). He used 3 categories and provided with the explanation of each category. The first category is listening material which is related to time in listening, unknown words, and speed of the speech. The second category is lecturer's factor which is related to lecturer's manner in the class. The third category is students' factor which is related to the students' progress, knowledge, learning strategies, and output.

Table 1. Category

No	Category	Numbers
1	Listening material	2, 3, 7, 10, 17, 20, and 23
2	Lecturer's factor (e.g. manner of the lecturer that can increase anxiety)	25, 33, 34, 46, 47, 48, and 49
3	Students' factor, (e.g. related with their progress in listening)	1, 5, 6, 9, 14, 15, and 24

Table 2. Level of Anxiety: Foreign Listening Anxiety Level

No	Level	Score
1	Low	33-75 points
2	Middle	76-120 points
3	High	121-165 points

Techniques of data collection used Listening Anxiety Questionnaire adopted from Marzec-Stawiarska and Horwitz. In collecting the data, the researcher gave the questionnaire that they filled with the rating scales type ranged from strongly disagree until strongly agree with numbers as the sign of the words of Strongly Disagree until Strongly Agree (1-5). The college students in English Department filled that based on the time provided by the researcher. Then, if they had finished in filling both of the questionnaires, they gathered it toward the researcher. After that, the researcher counted the data at home.

Questionnaire is an instrument that used to collect the information, structured, numerical data, can be taken even if there is no researcher, and comparatively straightforward to analyze (Wilson and McLean in Cohen, Manion, and Morrison, 2007, p. 317). Specifically, the questionnaire is used in this research is rating scales. This kind of questionnaire is very useful to be used because it builds in a degree of sensitivity and differentiation of responses.

Findings and Discussion

Findings

The researcher divides the data into two categories. The first data is the data that shows the total value for each item's statement and the researcher looks at the highest preferred item's statement by the students. The second data is the data that shows the total of each indicator and the researcher looks at the highest chosen indicator and lastly, it can be revealed in what level the students have anxiety much in listening and in which indicator they feel it can increase their anxiety toward listening in advanced listening class.

Table 3. Indicator Listening Material

No	Item Number	Total	Level
1	2	86	Middle
2	3	100	Middle
3	7	84	Middle
4	10	79	Middle
5	17	92	Middle
6	20	86	Middle
7	23	88	Middle

As it can be seen in the Table 3, the students mostly preferred item number 3 (100) which increases their anxiety toward listening skill in advanced listening skill, especially in listening material indicator. In statement 3, it says that if the people in the audio speaks too fast, they might not understand of what they are saying. They think it makes them feel bad in their listening material which tend to make them understand what the people are saying in the audio because they speak too fast and as the result, the students cannot catch any idea of the audio.

Table 4. Indicator Lecturer's factor

No	Item Number	Total	Level
1	25	81	Middle
2	33	94	Middle
3	34	102	Middle
4	46	94	Middle
5	47	100	Middle
6	48	84	Middle
7	49	104	Middle

In indicator 2, especially in item number 49 (104), that mostly the students chose the number. The statement number 49 stated that the students will feel comfortable if they are around native speakers. The students tend to have better understanding if they are around with native speakers compared not to. If they do not have any native speakers' or lecturers from abroad, they feel anxiety.

Table 5. Indicator Students' factor

No	Item Number	Total	Level
1	1	96	Middle
2	5	88	Middle
3	6	109	Middle
4	9	81	Middle
5	14	99	Middle
6	15	74	Low
7	24	85	Middle

In indicator 3, the students tend to choose number 6 as their factor for increasing their anxiety. They are afraid that they cannot catch the important information or idea if they are distracted by the other things that can let their mind drift from listening to the audio. It can make them have anxiety that much because they have no idea what they are listening to even they are merely distracted for a while. So, the students have to stay focused when listening toward the audio.

Moving on toward the data that shows the total of each indicator and reveals what indicator is the highest preferred as the factor that increases their anxiety in advanced listening class.

Table 6. Indicator Listening Material

No	Item Number	Total	Level
1	2	86	Middle
2	3	100	Middle
3	7	84	Middle
4	10	79	Middle
5	17	92	Middle
6	20	86	Middle
7	23	88	Middle
Total		615	
Average		88	Middle

Table 7. Lecturer's factor

No	Item Number	Total	Level
1	25	81	Middle
2	33	94	Middle
3	34	102	Middle
4	46	94	Middle
5	47	100	Middle
6	48	84	Middle
7	49	104	Middle
Total		659	
Average		94,14	Middle

Table 8. Students' Factor

No	Item Number	Total	Level
1	1	96	Middle
2	5	88	Middle
3	6	109	Middle
4	9	81	Middle
5	14	99	Middle
6	15	74	Low
7	24	85	Middle
Total		659	
Average		94,14	Middle

From those three tables, it can be known that mostly the students have anxiety in both lecturer's factor and from themselves (students' factor). Both of these factors obtained same average (94,14).

Discussion

Listening is one of the most important skill that has to be learned by all students when they study English and one of the first skill that students have to perceive and pass is the basic listening skill. Advanced listening is the last level of listening skill. Advanced listening class is the level of listening class that requires listening comprehension in advanced level. So, the students will follow the class that is very advanced in listening level. They will study about IELTS which is the toughest part of the advanced listening class.

Unfortunately, mostly in advanced listening class, the students tend to get listening anxiety when they are listening in the class. Listening anxiety means the students feel the tension, nervousness, and worry that are related with the nervous system of human." (Rahimi and Soleymani, 2015, p. 153). For example, some students want to get out of the class or they are afraid with the lecturers or they will be laughed by their friends if they commit mistakes.

As it has been seen in the data, mostly the students feel anxiety in indicator number 2 and number 3 that have average 94,14 and that number is in middle level of listening anxiety which is pretty high for the anxiety level. The students mostly get anxiety if they are asked with the lecturer's or the lecturer that he or she is very strict in his or her class until the students feel anxiety that they cannot concentrate toward the audio. The students also feel anxiety that comes from themselves. They are afraid when listening, they cannot perceive any idea of the audio they are listening to and many other factors coming from themselves.

From the previous research done by Serraj (2015) for the first factor in indicator 1 (listening material), she also mentioned that the nature of speech is one of the crucial factor that increases the anxiety of students. Derwing and Munro (2001) and Jensen and Vinther (2003) in Serraj (2015) stated that speech rate is one of the factors that increases the anxiety of students in listening class. Vogely (1998) in Serraj (2015) mentioned in her study that one-third of the participants were reported in her study as a result that the nature of speech is as a source of the anxiety itself. It is also mentioned in the research done by Lababidi (2016) that fast speech rate is one of the factors that increase the anxiety of the students in listening class. It is stated in the result of him that the interviewee said that "If the teacher speaks too fast, I cannot really comprehend or understand what she is saying, but if the teacher in a slower rate, I can understand what she is talking about generally.

For the second indicator (lecturer's factor), the research that had been done by Lababidi (2016), he stated that one of the factors that increase the anxiety of students in listening class is about the native speakers and non-native speakers thing. From the interview results, he stated that one-third students pay attention toward the preferred lecturer in choice of native speaker and non-native speakers. From the result of

the interview from the two interviewees (the non-anxious student and the anxious student) have different perspectives for that. The non-anxious student said that "I prefer native speakers as my lecturer compared to non-native speakers because they are knowledgeable and they have good accent that someday I can be able to speak like that." The anxious student said that "I prefer the non-native speakers as my lecturer because I can understand better and they can translate toward my native language and helpful for my grammar and vocabulary."

For the last indicator (students' factor), the researches have been done by Serraj (2015) and Marzec-Stawiarska (2013). From the research done by Serraj, she stated that if the topic is unfamiliar and very difficult for the students to understand what the people are talking about. Therefore, it results toward the bad concentration of the students during the process of listening. From the research done by Marzec-Stawiarska, he stated that in process-related factors, mind drifting away is the highest factor that increases the anxiety while listening. The students tend to have anxiety when they are listening, their mind is drifted to another thing that make their concentration is bad toward the audio that is playing. In his research, the item mind drifting away is the highest statistics compared to any other items in process-related factor. The percentage is 65% for this item.

From all the indicators, it can be seen that students' factor and lecturer's factor is the most factors that give the anxiety toward the students in advanced listening class. It is also stated that both of these factors that give anxiety much in the other researches, like Lababidi (2016), Serraj (2015), and Marzec-Stawiarska (2013). However, teaching method should also be considered as it may influence the students (Liza, Adnan, Ardi, 2013).

This result is very suprising due to the decreasing level of listening anxiety in advanced listening class. Meanwhile, usually the students in advanced listening class feel listening anxiety high because the material that they study is difficult and they have to perceive that very well. However, in this research, the level of listening anxiety is in the middle level (94,14 points). It is suggested for the other researchers to do the re-research related with this research in order to find out that listening anxiety in listening can be decreased until low level of listening anxiety and it might be resulted from the other reasons and the other results of those further research.

Conclusion

To conclude, it is very obvious that students mostly get listening anxiety in the level of middle in advanced listening class from two factors like lecturer's factor and students' factor. This research cannot be generalized due to the one sample of this research. That is why the further research needed to do by using different sample with big amount of sample of the research, such as from ELEP's students (English Language Education Programme) and ELP students (English Language Programme) and the researcher can see the listening anxiety of the students wholly and the researcher can make comparison of the both two types of students' anxiety.

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