

CHAPTER I

INTRODUCTION

This chapter presents some points related to this research. Those include research context, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Research Context

In learning Foreign-Language, anxiety is considered as one of the psychological problems encountered by EFL students. Anxious students can be seen from some symptoms such as worry to something, or just having own negative feeling. In line with the above statement, Xu (2013) reveals that anxious people are defined as those who experience nervousness, worry, subjective feeling of tension, the apprehension that those are associated with an arousal of the automatic nervous system and also those are from a neurobiological perspective. Meanwhile, regarding four language skills in English, the emergence of anxiety can be recognized mostly in speaking class and instead it can distract students' learning foreign language especially English. Rajab et al (2012) reveals that many studies on either foreign or second language anxiety focus more on speaking activities and students' oral performance. Another fact can be seen from the local and global context as below.

In the global context, Foreign Language class is proved that most of the students get anxious due to some causes especially the most

happening is “fear or apprehension” of making mistakes. Mestan (2017) reveals that Turkish high school students encountered speaking anxiety, particularly it has emerged from negative feelings and fear of making mistakes while producing language orally. In line with Mestan, Mohtasham & Farnia (2017) states that Iranian EFL University Student experienced speaking anxiety caused from fear of grammatical or pronunciation mistakes, limited background knowledge, fear of losing their face in front of their classmates, and also female students were more anxious than male.

In the Local Context, the causes of anxiety that are faced by Indonesian students are similar to global students and the dominant source of anxiety that is found mostly are fear of making mistake and feeling uncomfortable. According to Anandari (2015), the causes of anxiety in public speaking are classified into fear, shyness, and discomfort. Besides, Januariza and Hendriani (2016) support the most cause of speaking anxiety is a feeling of fear to make a mistake.

Foreign language anxiety or FLA can emerge in each language skill depends on some factors and learning demands. The demand is covered by various tasks that students must obey and work on it. Another language skill that considered needing various demands is listening skill. Listening is set as a skill that demands the listener to be well comprehension and good interpretation into what the speaker is saying through media. According to Rezaabadi (2016), listening skill is admitted

as a basic skill in language learning, without interaction between listeners and speakers directly. Listening is complicated sometimes if students are not well mastered in the listening skill aspects. Consequently, they feel anxious in listening class, and automatically their achievement will be low in score. According to Xu (2013), most students with high anxiety levels will have low learning efficiency in listening practice.

Furthermore, in learning listening skills, students are demanded to recognize some aspects such as accent, vocabulary or diction used, and even pronunciation that is spoken by a native speaker. In line with that statement, according to Sa'diyah (2016) as EFL learners are not an easy thing to learn listening skill, instead of in English has inconsistent pronunciation. Then, it can be said that although listening skill is passively learned than other skills, students as listener is ordered to put all concentration and attention toward the words delivered by speaker utterance to minimize the appearance of anxiety.

Besides, anxiety in listening performance can be influenced by internal factors. The personal characteristic of students by looking at their gender is one of the internal factors. Gender is indicated as the appearance of anxiety in ELT class. Brown (2007) surely found some factors related to personality such as gender, shyness, foreign language anxiety until willingness to speak up essentially affects the rising whether success or not within language learning. Therefore, in this case, this research

investigates anxiety in the listening subject based on the gender perspective.

The existence of anxiety as psychological problem experienced by EFL students in class has considered as the focus of some previous studies. First, according to Rezaabadi (2016) the relationships between social class, listening test anxiety, and test score. The finding revealed that there was a clear relationship between social anxiety, listening-test anxiety, and listening performance. Foreign language teachers who wish to improve their students' listening performance should attempt to decrease their students' anxiety by creating a low-anxiety learning environment and setting low-anxiety tests and helping them cope with second-language or foreign language challenges.

Second, Agustiana (2019) revealed that there was positive attitude on students toward listening class but they experienced listening anxiety. Then, there were internal and external factors that caused the existence of anxiety on students. Although, the students were high level in anxiety stated but they had several ways to reduce their listening anxiety too.

Third, Dewi (2018) found that the internal factors causing listening anxiety in the intermediate level of listening class. The findings presented that there were two factors causing students' listening anxiety, namely tension and worry over English in audio listening and lack of confidence in listening. The first factor, there were four aspects namely being unable

to catch the words, rapid speech rate, lack of concentration, and lack of vocabulary.

Fourth, Prastiyowati (2019) revealed that the level of anxiety and factors causing the anxiety in listening comprehension. The findings revealed that the students were mostly at a moderate level of anxiety. Meanwhile, the cause of anxiety emerged from the teachers' factors, students' factors, listening to material factors, and other factors.

Based on those previous studies above, it found that there are some points about foreign language anxiety in English Language Learning that not studied yet. The first is anxiety emergence in instructional listening class in the level of Extensive listening. The second is in case of strategy to minimize listening anxiety. Actually, one previous study had already found several strategies used by students to reduce anxiety in listening test but not in instructional listening class yet. The third is about listening anxiety in case of gender which male and female students claimed having different factor and strategies used to minimize listening anxiety.

In this research, the researcher investigates the existence of anxiety toward Undergraduate students' level. The maturity of age is the prime consideration and reason. The students at this age are considered having more motivation and responsibility in learning. Gogus (2008) supports that students in university tend to be self-directed, self-motivated to learn and have a life, task, or problem-centered orientation to learning. Then, the maturity of thinking is the prove in switching learning experience from the

secondary school to Tertiary level. Gogus (2008) reveals that the university students have to become independent learners in taking responsibility for their own learning to switch from their previous experience at secondary schools because universities force the students to be more concerned about their educational qualities and the accomplishments of their graduates, as well as their success in their careers. In addition, Vaezi (2008) adds that at university level, this may include any number of foreign exchange programs with other universities, overseas “home-stay” programs, or any other activities which may help to motivate students to improve their target language proficiency hence they have very high motivation towards learning English.

Related with previous studies above, the emergence of foreign language anxiety was also found on the fifth semester of English Education Department students in IAIN Tulungagung. By conducting observation and interview, the present researcher revealed there were still many university students who felt anxious when they participated to instructional extensive listening class. The students experienced some anxiety symptoms such as panic, worry, fear, distress, palpitations, going blank or confuse, touching objects, difficult concentration, and fidgeting. A lot of negative effects can easily influence students’ performance if the existence of anxiety level has increased and stay increased. Kiya (2015) revealed that the emergence of anxiety in learning foreign language can give bad effect toward students’ learning process particularly the

disturbance of focused attention such as less attention and less processing the information in class. Meanwhile, according to Gregersen and Horwitz (2002) as quoted in Azizifar and Faryadian (2015) anxiety has a role in learning foreign language especially worry symptom that is the potential factor to create language learning atmosphere to become unpleasant and consequently the students will get less successful in learning. This condition impact on students learning motivation and even their successful learning of foreign language, particularly listening class.

Therefore, by understanding the research contexts above, the gap of previous studies, and the result of preliminary study done by the present researcher, it is necessary to conduct the next research with other research focuses. The first research focus is the causes of listening anxiety encountered by the fifth semester of English Education Department students in IAIN Tulungagung and the strategies employed by the fifth semester of English Education Department students in IAIN Tulungagung to minimize their listening anxiety. Moreover, each focus is classified into male and female reasons. As the above case and explanation, the researcher is interested to conduct a research concerning to Anxiety and listening class entitled **“anxiety of undergraduate students in their listening class”**.

B. Statement of the Research Problems

In line with the context of the study, this research problems are formulated as follows:

1. Why do male and female English Education Department students of the fifth semester in IAIN Tulungagung feel anxious in Listening class?
2. How do male and female English Education Department students of the fifth semester in IAIN Tulungagung minimize their anxiety in Listening class?

C. Objectives of the Research

Based on the formulation of research problem, the objective of this study is to find out

1. To describe the causes of listening anxiety stated by the fifth semester of English Education Department students in IAIN Tulungagung.
2. To describe the strategies used by the fifth semester of English Education Department students in IAIN Tulungagung to minimize their listening anxiety.

D. Significance of the Research

Theoretically, the finding of this research can provide new academic contributions for future researcher in studying psychology and language learning especially in case of English Language Teaching or ELT. Still, a lot of problem in foreign language class which is caused by psychological factors such as anxiety particularly in the learner.

Practically, the first contribution is dedicated to the learner especially Undergraduate students who feel anxious while they are participating in the listening class. The contribution is in the form of the strategies in order to minimize the listening anxiety that is experienced by most of students in the Listening class. The second, it is expected to inspire English Lecturer to be more aware toward students' conditions while listening class is going on. Moreover, an English lecturer is suggested to provide a good atmosphere and learning strategy to make students become more motivated and to build students' self-confidence.

E. Scope and Limitation

The scopes of this research are in case of psychological problems in ELT, Language skill and students' level. First, one of the psychological problems in learning foreign language is anxiety. There are many aspects which can be studied about anxiety in foreign language such as cause of anxiety, types of anxiety, strategies to minimize anxiety, sources of language anxiety, and the symptoms of language anxiety. Second, the language skill are basically classified into four among others are speaking, listening, reading, and writing. Third, the research scope is in case of students' level. The level is university students' level. The level that is determined in this present research is the fifth semester of English Education Department students in IAIN Tulungagung by academic year 2019/2020 which consist of 195 students and they are divided into 51 males and 144 females.

By knowing three points of research scope, the limitations of this thesis are divided into three points. The first point, the anxiety case is (1) the students' reason why they feel anxious in listening class, and (2) the strategies used by the students to minimize their language anxiety in listening class. The second point, it is the language skill. This present research is limited to listening skill. The third point is about the research subject. They are the fifth semester of English Education Department students in IAIN Tulungagung. In this case, the researcher determines one class of five classes. The class consists 35 students and they are divided into 17 male students and 18 female students.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, the researcher must provide some definitions of the terms used in this research.

Those are:

1. Anxiety

State of negative feeling with some symptoms such as panic, worry, distress, startled, confusion, and other negative feeling toward the situation that are experienced by EFL learner foreign language class.

2. Listening

The word "listening" in this context refers to the process of enriching the input of language from speaker saying through audio and the listener concerns with process of hearing, attending, discriminating, and remembering what the passage has delivered.

3. Strategy

The term “strategy” in this research refers to the way that students use to minimize their anxiety in listening class and the strategies can be like “preparation, relaxation, positive thinking, peer seeking, and resignation”.

4. Cause

The term “cause” in this research defined as something that produces an effect and the factor as something that contributes to the production of an effect. The causes are in the form of teachers’ characteristic when they give instruction, students’ self-perceptions, listening material, listening media, and the condition of the classroom.

5. Gender

The word “gender” used in this research is defined as male and female student who has significant role and different language anxiety in learning.