

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents a review of related literature. It covers the concept of listening, types of listening, the process of listening, the listening challenges, definition of anxiety, the symptoms and types of anxiety, gender and anxiety, the causes of foreign language anxiety, anxiety in listening class, strategies to minimize listening anxiety in class, and the previous studies.

A. Listening

1. The Concept of Listening

Listening defined as language skill that commands the learners to hear and interpret what speakers are saying through audio or in person. According to Permatasari (2013), the listening class defines as a complex activity and active process of interpretation in which listeners match what they have heard with what they have already known. Besides, listening involves some areas of individual mental while participating. Machado (2012) reveals that Listening is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. While, theoretically according to O'Malley, Chamot, and Kupper in Le, T.M (2019) listening has been considered as a process in which the learners concentrate on selected areas of input, construct meaning from passage, and relate what they hear to existing knowledge.

Moreover, listening to learning a foreign language considered an important skill to be mastered. According to Vandergrift cited in Rizania (2018), listening is said as an important skill because it can enable the English foreign language learners to receive and interact with language input and other language skills. In addition, the input of listening is more complex than only hearing. Ahuja cited in Zahro' (2018) states that listening and hearing are different; hearing is defined as conscious of having received the sound waves produced by the speaker for example like someone is hearing baby cries aloud, however listening is defined as the attachment the meaning of the sound for example listener can attach a meaning of what he has heard from baby's crying. While to engage the concept of listening in a foreign language, Rost (2002) as quoted in Anshori (2019) adds that the role between speaker and listener different, listening goes through a process in which the listener gets what truly the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy, and imagination.

Based on those explanations, listening in English class is defined as the process of enriching the input of language from speaker saying through audio and the listener obtains what the speaker is saying then comprehends what the passage has delivered.

2. Types of Listening

In creating a successful listening process, it is needed to know more detail about the types of listening in the language class. The types of listening processes are classified into some types based on their level and learning target. According to Brown (2003: 120), the types of listening in English as a foreign language are divided into four, extensive, responsive, intensive, and selective. Those can be clearly explained as below;

a. Extensive

It tends to the activity of top-down global understanding of spoken language. Extensive ranges from listening to length lectures to a conversation and deriving a comprehension message or purpose. Shortly, this type mostly focuses on gist, main idea, and making inferences are all parts of extensive listening.

b. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) to make an equally short response.

c. Intensive Listening

Listening for perception of the components in forms of phonemes, words, intonation, discourse, markers, and so on of a larger stretch language.

d. Selective

Processing stretch of discourse is referred to short monologues for several minutes to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning but to be able to comprehend designated information in the context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment tasks in selective listening could ask students, for example, to listen for the name, numbers, a grammatical category, directions (in a mapping exercise), or certain facts and events.

3. The Process of Listening

Listening skill is derived from the uneasy process. The listener is demanded to pass through several stages to comprehend the spoken text from the speaker. Listening comprehension based on Buck cited in Rahmania (2018) is classified into two such as linguistic (phonology, lexis, syntax, semantics, and discourse structure) and non-linguistic (knowledge of the topic, context, and general knowledge). Moreover, those comprehensions are taken place into the process of listening which is known as the bottom-up process and top-down process. According to Richards (2008) cited in Sa'diyah (2016) reveals that to understand the spoken discourse or passage can use bottom-up and top-down processes.

a. Bottom-up

Bottom-up processing refers to the use of the incoming input as the basis for understanding the message or processing goes from language to meaning. While Nation and Newton (2009) cited in Rizania (2018), bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. It can be said that bottom-up orders students to be able to recognize the word that most appear in the speaker saying, how students can group that word into some classes like a sentence, and how these can relate to each other.

b. Top-down

Top-down processing refers to the use of background knowledge in understanding the meaning of a message or processing that goes from meaning to language. Besides, Nation and Newton (2009) in Rizania (2018) adds that Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Top-down processes involve the listener in going from the whole of their prior

knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication.

4. The Listening Challenges

As other language skills, listening has its challenges or difficulties. The difficulties are categorized into some listening aspects in general. According to Ur cited in Zahro' (2018) the difficulties of listening class that most learners are encountered can be identified as follows;

a. Limited vocabulary

Having a lack of vocabulary and dictions in listening class is considered as a big challenge for the students. As a result, the students are difficult to understand what the speaker meant in the listening passage.

b. Fast to be bored

The case of getting bored quickly is one of the challenges in listening class. This can be happened due to sometimes the teacher provides too long passage to listen and it must be well interpreted by the students. Moreover, the duration of students working is very limited.

c. Speaker's speed and accent

For especially EFL students, listening to class is a big challenge to understand the speaker's intention in the passage because of different accents and the speed used.

Practically, the challenges that are faced by EFL students in learning listening skill are divided into two listening purposes namely, in instructional listening class and listening test. In the listening class, Saraswaty (2018) reveals that Indonesian students have been seriously faced the challenges in listening class. The challenges are the students are demanded to comprehend diction, grammar, and reading. In her research, it is also found that some problems that need to be solved in listening class are the quality of material recorded, the different cultures, the speaker accent, unfamiliar vocabulary, the listening duration or length, and speed. In line with Saraswaty, Pan (2016) conducts the research about analyzing of listening anxiety in EFL class and the result is found two causes that can emerge the listening anxiety if the students feel difficult in participating listening class, among others are the content of listening material and the content cannot be repeated again.

Meanwhile, the challenges in listening test are classified into nine. Sa'diyah (2016) reveals that there are nine problems faced by students while they have TOEFL test, among others;

a. Students' general self-rating to listening proficiency

Most students feel pessimistic while comprehending the spoken passage. In this case, the students seem unconfident when they rate themselves in listening comprehension.

b. Students' perception to the importance of listening skill

The students' thought says that listening is important but sometimes it is easy also to say that listening is boring and not interesting. In this case, the factor is emerged due to the students have very low knowledge especially the listening strategy.

c. Using different means to enhance listening skills

Different means here is pointed to the daily media used by students to learn to listen. Most students depend on what teacher delivers in the class and they are reluctant to improve their skills through some other media such as English radio, watching British or American TV program, and other activities.

d. The content of the listening text

The problem of comprehending the listening test is caused by the emergence of unfamiliar words used by the speaker, complex grammatical, sentence complexity, long spoken passage used, and unfamiliar theme used.

e. Linguistic features used

This problem is related with the knowledge on how to determine the word classes properly.

f. Failure to concentrate

Concentration is the important thing in listening comprehension. Students need to focus and refresh their

atmosphere and create good condition around them because concentration is barrier in listening comprehension.

g. Psychological factors

Boredom, anxiety, lack of motivation, and frustration easily emerge into students' comprehension while doing proficiency tests like TOEFL. This problem automatically can affect their attention.

h. Inability of listener in listening test

Inability here is referred to as students' challenge to comprehend the speaker's pronunciation, listening tasks, and frustration in interfering listening comprehension

i. Physical setting in listening test

The setting is pointed to the quality of tapes or disks as the listening media. Unclear sounds result from the poor or bad recording equipment then it is easy to bother listener comprehension.

From those listening problems can be proof that listening is still considered as the difficult skill to be mastered or learned. Moreover, the difficulties are not only emerged in the instructional listening class but also can be found in the listening test.

B. Anxiety

1. Definition of Anxiety

Anxiety generally is defined as one of the psychological conditions that commonly emerged in the teaching and learning process. This is one

of the psychological problems in learning a foreign language. Anxiety emerges if the students are uncertain about what they are facing to learn. According to Horwitz and Cope (1986) cited in Xu (2013), anxious learners are defined as they who have 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. Besides, Scovel (1978) cited in Faizah (2017) reveals that anxiety is a psychological problem that refers to a fear when the subject is indirectly associated with an object. To sum up, Fajkowska, M., et al, (2018) reveals that anxious people can be seen based on anxiety symptoms and their finding is classified anxiety into some symptoms, such as panic, worry, distress, startled, and confusion.

Furthermore, anxiety is well known as foreign language anxiety or FLA that it has a significant role to influence learners when learning a foreign language. Brown (1994) cited in Faizah (2017) states that Foreign Language Anxiety is defined as a negative feeling that plays an important role which is pointed as a feeling of frustration, uneasiness, self-doubt, apprehension, or worry which those are done by EFL learners in learning a foreign language. Meanwhile, Tsiplakides and Keramida (2009) believe that feeling of anxiety that usually occurs in the foreign language classroom is divided into some contains such as belief, self-perceptions, feeling and behaviors which influence the language learning process.

Based on those definitions, it can be said that anxiety is a feeling of worry, fear, panic, distress and even self-perception toward the behavior of learners when learning a foreign language, especially English.

2. The Symptoms and Types of Anxiety

In Foreign language class, it is believed that there is the emergence of anxiety experienced by students. The anxiety is commonly known as FLA or foreign language anxiety. Moreover, it has own symptoms and the types. In term of symptoms, FLA has classified into some points. First, according to Horwitz (1986) as quoted in Kralova (2016) Foreign Language Anxiety or FLA has the same clinical picture and symptoms that are mostly experienced by EFL learners such as sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behavior. In line with Horwitz's statement, Hashemi and Albbasi as quoted in Kralova (2016) found that the anxious learners present their verbal sign of behaviors, such as staggering voice, either too fast or too slow speed of speech, rubbing the palms, squirming, fidgeting, playing with hair or clothes, touching objects, stuttering or stammering, poor performance, fewer interpretations, less eye contact because of reading from the paper or screen while giving presentations, and so on.

Meanwhile, other previous research has revealed the anxiety symptoms are categorized into three types. According to Fajkowska, M., et al, (2018) there are three types of anxiety among others; *Arousal Anxiety*

(*ArA*), *Apprehension Anxiety (ApA)*, and *Mixed Anxiety (MA)*. Each type of anxiety has own symptom. It can be seen the detail as below;

a. *Arousal Anxiety (ArA)*,

This type is composed into some symptoms such as somatic reactivity, panic, and avoidance. In somatic reactivity symptom refers to trembling hands, palpitations, sweating, gastric problems, shortening breath, and even actual threat. In panic symptom tends to the feeling of distress, a fear to make some mistakes or due to facing new thing, situation, and objects that never experience before. While in avoidance symptom refers to the person who gets very fast to identify something like negative threat when knowing something at the first time.

b. *Apprehension Anxiety (ApA)*,

This type is divided into some symptoms such as worry thought, somatic reactivity, controlling of pay attention. In worrisome though indicates that individual is having feeling of worry, emotional, and self-threat. While in somatic reactivity in this case individual feels the threat because of worry on something. Then, controlling of pay attention tends to the difficulty of being focused, or paid attention on something like material learned in the classroom, negative emotional, doing some failures, shifting, and some negative experiences.

c. *Mixed Anxiety (MA)*

This type refers to the balancing between type of *Arousal Anxiety (ArA)* and *Apprehension Anxiety (ApA)* elements. Shortly, this type includes all symptoms indicated the sense of anxiety such as somatic reactivity, panic, avoidance, worry thought, somatic reactivity, and controlling of pay attention. Person who gets anxiety by *ArA* and *ApA* types is indicated as *MA* Mixed Anxiety.

3. Gender and Anxiety

In foreign language anxiety, many previous experts consider that gender provide different conditions of students in their anxiety experiences. Gender generally is divided into male and female. Roginska (2016) reveals that in general terms, gender constitutes a factor that is commonly examined with reference to various areas of developing second language proficiency. It is believed that in some countries, the co-educational classes may cause female students to be more anxious rather than male. Moreover, Jafarigohar and Behroozina (2012) reveal that male Iranian students are considered as less concerned one than females in facing language difficulty, as a result, female students refer to be more anxious rather than the male students. In line with Jafarigohar and Behroozina, Lien (2011) finds that in Taiwan, female students are indicated more anxious rather than males.

Meanwhile, in China, Xu (2013) found that primary and junior high school students in listening class have different learning anxiety level and male students have higher anxiety levels rather than females.

Furthermore, in scope of University students, female students are truly more anxious than male in learning. Gerencheal (2016) states that in University level, students' overall language anxiety had a debilitating effect on their achievement, yet it was more serious in females than their counterpart males. After understanding the above statements, it can be said that female students are more anxious in learning foreign language rather than male students.

In another hand, although male and female students commonly experience the foreign language anxiety but they still have at least strategy in order to minimize it. Sitz and Poche quoted in Anbumalar (2017) found that women tended to use social support and help-seeking behavior to cope with stress, which may be protective factors against depression and anxiety disorders, whereas, men were more likely to use maladaptive coping strategies, such as consuming alcohol and following unhealthy eating habits. To strengthen the whole relationship between gender and anxiety, Tholts (1995) reports that although gender is thought to have an effect on the relationship between stress and the type of coping skill is chosen, these results are not always consistent. So, it is believed that each male and female students have their own strategy to reduce their anxiety in foreign language class.

4. The Causes of Foreign Language Anxiety

Language anxiety is a negative feeling that mostly is experienced by EFL learners. Generally, the causes of foreign language anxiety are from some sources especially students personal belief. The term of "cause"

is defined as something that produces an effect and the factor as something that contributes to the production of an effect (Kralova: 2016). Moreover, Young (1991) as quoted in Sabbah (2018) adds that language anxiety can arise from six sources or factors among others are; personal and interpersonal anxieties, learner beliefs about language teaching, instructor's beliefs about language teaching, instructor-learner actions, classroom procedures; and language test. Meanwhile, according to Anandari (2015) there are three causes of foreign language anxiety among others are fear, shyness, and feeling of discomfort.

5. Anxiety in Listening Class

Anxiety in listening performance indicated as one of the factual problems that are encountered by most students. Moreover, this psychological problem has commonly emerged in listening class when students are lack listening knowledge or learning material. Prastiyowati (2019) reveals that the factors of listening anxiety that are encountered by EFL learners are from teachers' factor, students' factor, listening material, and listening process. As a result, Husein (2005) cited in Rezaabadi (2016) if the students experience greater foreign language anxiety, it means they tend to experience greater listening anxiety. It can be said that the greater difficulties that students face in listening class are equal with the higher listening anxiety.

Every anxious learner has his or her own cause of anxiety even male and female learners are indicated to have different sources of anxiety. According to Xu (2013), students have different learning anxiety while

they are participating in listening practice. Meanwhile, Chan and Wu (2004) add there are some elements that can be causes of listening anxiety such as competitive activities, low English levels, personality, and learners' or parents' expectations. In line with Chan and Wu, if the level of anxiety is greater and keeps increasing, it can make the students feel more and more difficult to join listening class, especially when they are given tasks from the teacher. Scarcella and Oxford (1992) Rezaabadi (2016) found that listening anxiety has debilitating effects on students who encounter difficult or insufficiently explained tasks.

Regarding those cases about the relationship between anxiety emergence and students participating in listening class, it is hoped that there is a certain strategy to minimize students' anxiety. Xu (2013) reveal that the use of learning strategies actually has an important role to reduce anxiety. In hope, English teacher is more aware to create certain strategy into classroom management. In sum, the relationship between anxiety and listening class is very connected. Anxiety is defined as a psychological problem that can be able to influence students' concentration and motivation in listening class.

6. The Causes of Listening Anxiety

Listening anxiety is not only a case but also the students' negative experience while participating in listening class. Usually, students who have indications of listening anxiety, they have own reasons why they feel anxious. This statement is pointed to the causes of listening anxiety in the

case of some factors. Theoretically, the causes of students' listening anxiety comes from some sources, they are internal factor (students) and external factors (lecturer, material, learning media, class conditions, class procedures). The descriptions of those factors can be seen as below.

a. Students

Anxiety is emerged due to students' negative thought toward their own skill. Hang (2006) reveals that many students indicate the influence of foreign language and listening proficiency attribute their nervousness in listening class. Their thought state that if they have high foreign language and listening proficiency automatically they will be more confident in listening comprehension and otherwise (Hang: 2006). In line with Hang, Price (1991) adds that anxious students believed that their language skill were weaker than others.

Furthermore, anxiety can emerge from students' background knowledge and self-efficacy. Vogely quoted in Pan (2016) reveals that anxiety can be causes due to students' background knowledge which relates with students' habits, self-efficacy, and achievement motivation. Vogely shortly states that the cause of listening anxiety is students' self-efficacy. It is referred to how the students view the listening process. Usually, students are low in confidence due to they are fast to give up and accept that English is a hard major to learn hence they feel anxious.

In line with Vogely, Prastiyowati (2019) adds that students' low level of confidence is another anxiety irritating factor.

b. Lecturer

Lecturers as the only corrector in listening class can be the cause of students' anxiety if they have low skill in teaching. Commonly, every obstacles encountered by the students, they always ask question to their lecturer but not all lecturer can give good manner in responding. Hang (2006) supports that when the students are often asked some questions from the teacher and they give wrong answer, the teacher directly responds with a loud voice, and blames the students. Hang believes that this makes the students are fear to make mistakes and even their though are always ready to be scared when the teacher will do the same thing later.

Strict lecturer in giving the class material is one of the factor in emerging students' anxiety especially after the students make a mistake. Vogely as quoted in Pan (2016) reveals that teacher's attitude towards students' mistakes in listening is related to the emergence of foreign language anxiety due to teachers are too strict about the students' mistakes, consequently the students will be afraid of making mistakes and anxious in the listening process. Agustiana (2019) adds that an effort to improve the comprehension of listening, teachers should understand the difficulties experienced by the students in listening first.

Moreover, listening anxiety does not only emerge because of strict manner but also serious teaching characteristic of lecturer. Vogely quoted in Pan (2016) states that teacher's personality can be a factor that emerges students' anxiety too particularly serious characteristic may give the students some pressures in listening class.

c. Material

Teaching and learning material in listening class generally contains some points such as the existence of unfamiliar words, unfamiliar accents or pronunciation, unfamiliar topic, speed of speech, and the length or duration. First, the students in listening class is demanded to catch any information from the spoken passage that commonly includes several strange words. According to Hang (2006) one of the difficulties to comprehend the text is that students are lack with unfamiliar words. They do not know the meaning of the words. Furthermore, many of the students indicated that unfamiliar words elevated their anxiety because the strange words cause them to stop concentrating and thinking about its meaning (Hang: 2006). In line with Hang, Prastiyowati (2019) reveals that unfamiliar vocabulary and fast text are two main apprehensions of the students' anxiety.

The second point that can trigger the existence of students' listening anxiety is unfamiliar pronunciation. Vogely quoted in Pan

(2016) reveals that the unfamiliar accent used by the speaker can increase the emergence of listening anxiety because it is a hard task for EFL students comprehending the native speaker accent especially when they face authentic listening passage, they feel difficult to understand speaker intention. Hasan (2000) adds that the problems causing listening anxiety were missing parts of the text, not recognizing words, unclear pronunciation, and the rapid speech rate.

The third branch of listening material that can cause anxiety is unfamiliar topic used in listening passage. Vogely quoted in Pan (2016) supports that a teacher is obligated to prepare the whole material for students in the listening class and the lesson plan but teachers' choice of what to listen to may affect students' anxiety in the listening process.

The fourth cause of anxiety is the use of fast speed delivered by the speakers. Most of students stated that the speed used by speaker in spoken text can provoke the emergence of listening anxiety (Hang: 2006). Prastiyowati (2019) supports that the anxiety come up even if the text is played in normal speed, but the learners thought that the text seems to be fast. With the pace, they still are not able to catch the words that come to their ears, and consequently they feel anxious. In other hand, Vogely quoted in

Pan (2016) believes If the speed is normal or even slow, it is found that the students are less in a feeling of anxiety and otherwise.

Furthermore, the last part of material that can emerge listening anxiety is the length of spoken passage. Commonly, the students get bored and worry if the task can not be accomplished well due to the duration of material is too long. According to Hasan (2000) length of the oral text makes students bored and interferes with their concentration in listening even it can affects students' understanding of listening material. In addition, Hamouda (2013) supports that the length of the notion of an oral text is one of the main difficulties for listeners because they can lose focus on listening due to having to listen to long texts.

d. Media

Learning media especially qualified audio speaker in listening class is quite important to achieve the learning process' goal. Otherwise, if the media is low quality, the students easily encounter hard learning process because they can not catch the speaker as well. According to Hang (2006) the insufficient listening equipment can make students are difficult to understand the speaker intention. In addition, Vogely quoted in Pan (2016) explains that actually not every school equipped with multimedia facilities in which the voice quality is not clear, but when old listening equipment is used and echo or any noise on the recording

occurs, anxiety experienced by the students. As the result, low quality of audio or even noise audio speaker can release students' low concentration toward learning process. Agustiana (2019) supports that poor audio quality will certainly disrupt the concentration of students in listening due to student discomfort caused by the quality of the bad audio.

e. Class condition

Beyond the material, the condition and atmosphere of the room can influence students' concentration until it easily triggers anxiety. The listening room must be comfortable for students but if it is too hot or cold, it can make students uncomfortable to follow the class. Vogely quoted in Pan (2016) reveals that the cause of anxiety is from learners' physical surroundings, such as a too hot or too cold room particularly when a room is too noisy, lacks oxygen or is small and cramped consequently, one of the effects of environmental distraction can suddenly make students' concentration gone. It was in line with Anandari (2015) that there are three causes of foreign language anxiety among others are fear, shyness, and feeling of discomfort. In addition, the students with discomfort condition would tend to be easy losing the concentration in learning.

f. Class Procedures

Learning a skill of language sometimes is integrated with other language skills. Particularly, listening class is continued to speaking practice. The integrated learning language skills can come up students' anxiety because not all listening students are well in speaking. Horwitz and Cope as quoted in Xu (2013) states that classroom activities like speaking and listening prove to be most anxiety provoking and problematic for foreign language learners. In line with Xu, Renandya (2011) adds that one excellent way of providing our students with a lot of listening practice is through Extensive listening where students are encouraged to listen to a huge amount of interesting and comprehensible material. Renandya adds that in procedure, the teacher asks the students to take turns telling and checking the main points of what they have just heard. Surprisingly, according to Richard (2008) courses in listening and speaking skills have a prominent place in language teaching programs around the world today.

7. Strategies to Minimize Listening Anxiety in Class

As a psychological problem in language, anxiety has existed as a negative feeling that is experienced by the students' listening class. Every student has his own anxiety and strategy to minimize the anxiety when participating in listening class. Therefore, some previous experts who have

studied about anxiety in foreign language classroom especially in listening found various strategies mostly used by student.

In general case, according to Kondo and Ying-Ling (2004) the strategies used to minimize Foreign language anxiety can be classified into five categories, among others are preparation, relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

This strategy refers to attempt at controlling the impending threat by improving learning and study strategies (studying hard, trying to obtain good summaries of lecture notes). Use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence it reduces the anxiety associated with the language class. In line with Kondo and Ying-Ling, Agustiana (2019) adds that in order to minimize anxiety can be done by improving listening skill includes listening to English-language songs, watching English video, E-learning via cassette or CD, and listening to foreign radio channel.

b. Relaxation

This strategy involves tactics that aim at reducing "somatic anxiety symptoms". The students can do taking deep breath and trying to be calm down on the situation that they face. In addition, Fajkowska, M., et al, (2018) reveals that the term of somatic anxiety is some anxiety symptoms referred to trembling hands,

palpitations, sweating, gastric problems, shortening breath, and even actual threat.

c. Positive thinking

This strategy is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. In this case, students imagine one-self to give a great performance and try to enjoy the feeling of tension. Moreover, these strategies are intended to divert attention from stressful situation to positive and pleasant cues, and bring relief to the anxious student. In addition, Faizah (2017) states that positive thinking emphasizes the need to control negative emotion because the negative emotion may block the cognitive process. In case of take a deep breath, Oxford as quoted in Hang (2006) supports that deep breathing, listening to the music, and positive affirmation should be used to reduce anxiety before or during listening anxiety.

d. Peer seeking

This strategy is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/ or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. In line with Kondo and Ying-Ling, Faizah (2017) reveals that peer seeking can be conducted for anxious learners to realize that there are others

who have the same problem may serve as a source of emotional regulation by social comparison. As a result, the learners can share their experiences and strategies with their learning partner.

e. Resignation

This strategy is characterized by students who reluctant to do anything to alleviate their language anxiety for instances they give up and even sleep in the classroom. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Furthermore, Faizah (2017) adds that resignation can be in forms of giving up, stopping to pay attention, accepting the situation, stopping to make any effort, and sleep.

Other strategies in order to reduce anxiety are also found by previous researchers. In this case, the strategies are various as below:

a. Repetition

Asking for repetition in listening class is often occurred. If the repetition is taken once only, it can emerge student's anxiety. According to Hang (2006) listening anxiety is emerged when the students only get once listening material play. In line with Hang, Agustiana (2019) support that the chance of repeating audio playback is at high level because students have difficulty understanding oral English text if they are given only one-time listening. In same case, Hang (2006) adds that the teacher should

give the students chances to understand the listening material by playing the recorder more until they get the idea of the content. When listeners have more successful experiences of comprehensible input they will become more confident in themselves (Hang: 2006). The teacher has authority to make some repetition than students hence he or she should be wise and understood on students' request. Hamouda (2013) states that in the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students.

b. Making a note

Note is an effective means for students to put any information that they have listened and to maintain the passage comprehension. Vogely (1998) adds that by taking notes while listening was considered effective for some, while others felt that being able to answer questions in English would counterbalance the anxiety they experienced when they lacked adequate target language to express what they actually comprehended. Meanwhile, the forms of making a note are various. According to Xu (2013) making a note is in categorized as one of cognitive strategies used by students to minimize anxiety by taking notes of an event with the key words like the time, the person, and the process even using abbreviated verbal, numeral, or graphic forms to take notes.

c. Open dictionary

Another strategy to minimize anxiety due to confusion of unfamiliar vocabularies listened by students is done by checking the word meaning through dictionary. According to Asmawati & Darti (2017) when the students are listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning that words. Kurnia (2007) supports that when the students listen to the conversation automatically they get some vocabularies then try to understand the purpose of the conversation and find the meaning in other tool or sources. As a result, the use of dictionary in EFL class can increase students' motivation. Dashtestani (2013) states that taking into account students' interest in the use of electronic dictionaries and their benefits for EFL learning, the use of electronic dictionaries would improve students' motivation to learn EFL.

d. Comforting body

One of obstacle that can emerge students' uncomfortable feeling is the room condition or room atmosphere. When the students are uncomfortable with room because of hot term, they easily lose their concentration. Horwitz (1986) as quoted in Kralova (2016) reveals that foreign Language Anxiety or FLA has the same clinical picture and symptoms that are mostly experienced

by EFL learners such as sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behavior.

Therefore, the students try to make their body comfortable first by doing any refreshing act such as fan their body in the point to return their comfort and concentration. Sa'diyah (2016) supports that concentration is the important thing in listening comprehension and the students need to focus and refresh their atmosphere to create good condition around them because concentration is barrier in listening comprehension. Furthermore, Kralova (2016) emphasizes that cultural and social environment, mainly where learning takes place may influence the learners' level of anxiety.

e. Skipping missing point

Long duration of listening material successfully make students anxious hence in order to reduce their anxiety, they just skip some missing points and focus to the whole idea of material than every single word. According to Xu (2013) the strategy used to minimize listening anxiety can be done by skipping the unknown word and going on to the listening task moreover the students just concern on the overall meanings rather than on every single word or sentence. In addition, Pan (2016) supports that one

of effective ways to reduce anxiety can be done by grasping the main idea of whole material or topic sentence.

f. Self-entertainment

Self-entertainment in this case refers to the personal activities that mostly employed by the student when they get anxious and boring. The purpose is to return the learning motivation. The forms of this strategy are various such as drawing some arts, playing any objects, and so on as long as it can help the students feel more motivated in learning again. In line with the above statement, Chambala (2008) reveals that art therapy is appropriate for people suffering from anxiety disorders for several reason and first, they express one-self by creating form, color, and design is often more beneficial than solely relying on words from self-expression and communication. In line with Chambala, Montgomery (2018) states that both structured and unstructured drawing methods can reduce anxiety in students. Montgomery adds the implementation of the drawing activities experienced the students to increase in their artistic confidence and became more motivated to engage learning through drawing.

Meanwhile, entertaining own-self to decrease anxiety can be done by playing certain interested object, for instance playing smartphone. Vahedi & Saiphoo (2018) reveal that there is positive relationship between smartphone use and stress and anxiety.

Vahedi & Saiphoo summarized that some studies that smartphone are associated with reducing stress. In addition, Igarashi, Takai, & Yoshida as quoted in Toda & Takeshita (2014) adds that mobile phones may also provide a means of coping with stress, and it cannot be denied that mobile phones may enhance communication with others.

C. The Previous Studies

First, Rezaabadi (2016) studied the relationships between social class, listening test anxiety, and test scores. The research subjects were Iranian university students and the listening test type was TOEFL and IELTS test. 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. This research method used in this research was done through the survey by distributing the open-ended questionnaire.

Second, Dewi (2018) studied the internal factors causing listening anxiety in the intermediate listening class. This study was done in university level particularly toward the second English department students. The research finding revealed that there were four aspects namely being unable to catch the

words, rapid speech rate, lack of concentration, and lack of vocabulary. Furthermore, this research was done by using Mixed-method.

The Third, Agustiana (2019) studied listening anxiety among Indonesian students. The research subjects were Private University students. The findings revealed some points. First, there was a positive attitude towards learning to listen to English spoken text. Second, the students' listening anxiety was in high level. Third, anxiety causes were divided into two topics, namely internal and external issue. First, internal issue includes; teaching material, students' listening skill, psychological aspects, student listening skills, and language. Second, external issues that include; the physical and environmental aspects affect the listening process which is caused by the audio quality and ambient noise, while the speaker aspect influences the students in listening to include several aspects, namely the pronunciation aspect of fluent speech, the chance of repeating audio playback, speaking speed, speech pause, speaking accent, and visual aids. Fourth, strategies used by students to improve their listening skill and to minimize anxiety in listening to spoken English text conducted outside the campus at a high level. This effort includes listening to English-language songs, watching English video, E-learning via cassette or CD, and listening to foreign radio channel. Those have been done is not only on campus, but also off-campus. The research method used in this study was quantitative approach through survey.

The fourth, Prastiyowati (2019) studied the level of anxiety and factors causing the anxiety in listening comprehension. The research subjects were

University students who joined the basic listening subject in Malang. The findings revealed that the students were mostly at a moderate level of anxiety. Meanwhile, the cause of anxiety comes from teachers' factors, students' factors, listening to material factors, and other factors. First, teachers' factors are classified into the teacher's characteristics and condition when teaching the listening class. Second, students' factors are classified into students' background knowledge and their performance in listening class. Listening anxiety emerges when the students; (1) miss important ideas from the spoken passage; (2) not understanding every word; (3) meet unfamiliar words and topic; (4) missing the information. Third, the listening material factor is dealt with speed, unfamiliar vocabulary, accent, pronunciation, and the lack of repetition. At last, other factors are pointed to the room condition, a distraction from the environment, peers, and the time duration. This research method used in this research was a quantitative method by distributing the closed-question questionnaires and qualitative that was done by conducting the interview.

The previous studies above concern in some points that are included various research aspects. Hence, it is very necessary to know the comparison and contrast between what had found in previous studies and what happened in this research. The first is in the case of language skills. The comparison between the previous studies and present study are done in listening class. Meanwhile, previous studies were done in listening class in the very beginning level like intermediate level and the present research focus is conducted in instructional listening class particularly in the level of extensive listening The

second is in the case of research method used. Mostly, the previous studies were done by using quantitative methods like distributing questionnaire. Meanwhile, this present research is conducted through the qualitative approach that involved the online in-depth interview, and observing the video to answer the research problems.

The fourth is in the case of research focus. Both previous studies and present research conduct in are of causes of anxiety and the strategies to minimize listening anxiety. However, still one previous study that had found several strategies in order to minimize listening anxiety. Hence, in this chance the researcher does research deeply about the strategies used by the students to minimize the listening anxiety. The fifth is in the case of research limitation. Based on previous studies did not limit their study in term of Gender. Meanwhile, this research limits the research problems or focuses based on the reasons or statement uttered by male and female student.