

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data presentation and the research finding based on the result of online in-depth interview and the result observation through the video. It covers the causes of listening anxiety experienced by male (M) and female (F) student in instructional listening class and the strategies employed to minimize the listening anxiety.

A. Data presentations

In this data presentation, the data were collected from the result of doing the online in-depth interview and observing the video taken before.

1. The Causes of Listening Anxiety in Instructional Listening Class Encountered by Male and Female English Education Department students of the fifth semester in IAIN Tulungagung.

This section explains the data that had been obtained through online media as the way to collect the data. The data that are going to present in this sub-heading relates with the causes of listening anxiety experienced by Male (M) and Female (F) English Education Department students of the fifth semester in IAIN Tulungagung.

Based on the results of the online in-depth interview, there were six research subjects: F1, F2, F3, M1, M2, and M3 who had been interviewed dealing with the causes of their listening anxiety. The causes of listening anxiety experienced by the students related with their difficulties of listening aspects. There were several causes of listening anxiety encountered by them. They were: students' self-

efficacy (C1), strict lecturer (C2), serious lecturer (C3), unfamiliar topic (C4), unfamiliar words (C5), speed speech (C6), unfamiliar pronunciation (7), low quality of the media audio (8), long duration audio (C9), class condition (C10), and retelling (C11). Moreover, the data presented dealing with the gender perspectives.

1) Students' self-efficacy

First, it was in form of students' own problem particularly their self-efficacy before entering the listening class. Self-efficacy was the thought of students toward listening class before entering to listening class. If the students felt some symptoms of listening anxiety, it meant that they experienced negative self-efficacy. There were various reasons which led the students to be anxious before entering the classroom. The finding illustrated that there were 4 of 6 research subjects who were anxious.

First, one of female students (F1) stated that feeling of anxiety was usually emerged before she entered the classroom. The reason was because she thought that there would be retelling section which she thought it would be difficult for her. It can be seen from the following quoted interview below:

“OK, first jadi aku tuh setiap mau masuk kelas listening tuh selalu cemas, kenapa karena aku merasa lemah di speaking. Kenapa aku menyangkut pautkan dengan speaking karena dosen selalu menyuruh kita maju satu satu dan dipilih secara random tapi gak semua sih jadi aku selalu merasa cemas.” (C1-F1-I)

“OK, first, every I enter to the listening class, I feel anxious, Why? Because I know myself that I feel weak in speaking. Then, why I relate it to speaking? Because

the lecturer always ask us to come forward randomly to retell but not all students, at that time I always feel anxious” (translated).

In line with F1, F2 confirmed that before entering the class she was also anxious because there would be retelling section. Then, she said:

Jadi karena biasanya di kelas listening itu ada listening dulu, dengerin audio dulu, kemudian retell sama bahasa kita sendiri tuh! Nah aku deg-deg an nya tuh aku...” (C1-F2-I)

“So, because in listening class we have to listening the audio, then we do retelling by using our own words! at that time I feel startled...” (translated).

Moreover, other female student just stated her general experience before entering the classroom. She was anxious during joining the listening class taught by her lecturer. She (F3) said:

“...And for my experience in listening class in eeee her (lecturer) class, eeee yess of course I felt anxious...” (C1-F3-I)

While, according to the case, it found that not only female students who felt anxious before entering the listening class. However, one of male subjects (M1) stated that he was anxious because of his own thought. He said that he was lack in listening capability. M1 said:

“Kalau perasaan saya lebih ke gugup, nervous, takut karena tidak terlalu bisa di kelas listening.” (C1-M1-I)
 “My feeling prefers to be worry, nervous and even fear because I know that I am weak in listening class” (translated).

Based on those statements, although not all students felt anxious before entering listening class, however based on the online interview with their lecturer also found that the lecturer saw and agreed

that that the students' anxiety was because their own capability in English. She (lecturer) said:

“...When we talk about the quality of the students, Umm I don't say that they are low ability but only some of them, they have low ability to catch up the material about literary listening...” (C1-L-I)

According to the above statements, it can be said that some students in listening class experienced anxiety with feeling of worry, nervous, and even fear when the listening class would start soon. Before entering the listening female students (F1, F2, F3) were anxious class due to their negative thought on retelling section. Beside, one of male students (M1) felt anxious before entering the class just because he knew that he was lack in listening ability.

2) Strict Lecturer

Second cause of students' anxiety in listening class was on their lecturer characteristic in giving the instruction. Term of strict here tended to the way that lecturer usually implemented consciously or unconsciously to deliver the class instruction during listening class. There were various forms of strictness done by the lecturer based on the perceptions of students which it led the students were anxious. In line with the description above, there were 4 of 6 research subjects who experienced anxiety.

Generally, one of female student (F1) said that, “*Saya merasa tegang saat beliau tegas*” (C2-F1-I) I felt tense when my lecturer was strict (Translated). Moreover, F2 confirmed F1's statement. She (F2)

thought that her lecturer was strict in teaching but she believed that it was for goodness. She (F2) revealed:

“Kalau menurutku sih, kalau Mam AB tuh karakter ngajarnya sih tegas tapi ada tujuannya yang jelas gitu ...” (C2-F2-I)

“Personally, I think the lecturer’s characteristic in teaching is strict but it has the clear intention. (Translated)

F2 also added the moment when her lecturer was strict. She said:

“itu ya.. aku ngrasanya sih gini, setiap Mam AB bicara atau memberi tugas itu kadang deg-deg an atau takut soalnya kalau Mam AB umm apa itu namanya, ngasih tugas trus kita gak bisa jawab or lebih parahnya kita sama sekali gak bisa jawab, kadang beliaunya langsung to the point marah dan langsung nyebut kesalahannya kita tuh apa, langsung dess dess dess gitu jadi agak jlebb gitu.” (C2-F2-I)

“I feel like this, every time my lecturer talks or gives an assignment, sometimes, I am nervous or afraid because if she gives us an assignment, then we can’t answer, or even the terrible thing is we can’t answer at all, she directly goes to the point and she was angry. Immediately, she reveals our faults directly like *dess dess dess* (pressuring sounds) like that so it became rather difficult”

In case of male perception, the lecturer was still strict in giving the instruction. Even, he (M1) said that the lecturer was also strict in giving the evaluation. From statement of M1, he said:

“...Tapi beliau itu tegas dalam memberi arahan dan penilaian di kelas listening. Umm.. itu mas, lebih ke cemas, saya nya.” (C2-M1-I)

“...But, my lecturer is strict in giving the instruction and in doing class evaluation at listening class. Umm, I feel worry at that time” (translated)

Besides, another male student added that the lecturer was strict because of her way in teaching was like to the point. From M3, he said:

“Tapi beliau itu tegas dalam memberi arahan dan penilaian di kelas listening. Umm.. itu mas, lebih ke cemas, saya nya.” (C2-M3-I)

“Teaching system of my lecturer that I feel is that her teaching system is to the point. That is why I feel worry” (translated)

Actually, it was true if the lecturer was strict but she did that when in the evaluation and not in much in daily instruction. The lecturer said that *“Oh yeah! I am the strict one when doing evaluation to them just for fairly!” (C2-L-I)*. Moreover, she was clear and procedural in giving the instruction, which it successfully made most of students (F1, F3, M1, and M3) were anxious. It can be seen from her utterances. She (lecturer) said:

“Okay. I prefer to use clear instruction instead not to too strict instruction. So, before I play the audio in the laboratory is better to play audio visual but at that time the LCD is broken, you know! So we cannot show out the video in visual, only the audio, that’s first. Then, before I play the audio, I give some clear instructions but not strict, that is different. So, clear instruction here is like what should you do with our material today! something like that...” (C2-L-I).

From the above statements, it can be concluded that some students in listening class were anxious in listening class when their lecturer was strict in giving the instruction. Their feelings anxiety could be clearly seen from their statements about anxiety symptoms such as tension, startled, fear, and worry.

3) Serious lecturer

Serious lecturer was one of factors that caused students' anxiety in listening class. Serious lecturer was felt by the students in fifth semester particularly when she was teaching. Her characteristic had successfully made most of students anxious. Based on the finding, it was found 5 of 6 research subjects stated that serious lecturer was one of the anxiety causes.

First, one of female students thought that her lecturer was serious in giving the instruction and it successfully made her anxious. To prove that, according to F1, she said:

“Adakalanya beliau sangat serius dan adakalanya beliau biasa sih. Kalau serius itu bila ada mahasiswa yang bermasalah seperti tidak mendengarkan. ya.. cemas, panic, ya bingung, ya takutlah mas beliau serius kayak gitu” (C3-F1-I)

“Sometimes she is serious but sometimes not and she is serious while giving the instruction and there are some trouble students. At that time I feel worry, confuse, and fear, when my lecturer is serious” (translated).

In line with F1, F3 confirmed:

“Umm, I think she is just serious in teaching. Yes, sometimes like that. But prefer to be nervous when she is serious.” (C3-F3-I)

On other hand, all male students agreed that their lecturer was serious in giving the instruction. Consequently, they were anxious. Starting from M1, he said:

“Oh iya, Mam AB itu serius mas kalau pas ngajar. Sama sih mas kayak pas beliau bersikap tegas dalam mengajar, jadi saya cemas.” (C3-M1-I)

“Oh Yes! Mam AB is serious when she is teaching us. And, my feeling is the same as when she is strict in giving the instruction, that is anxious” (translated).

From M2, he added:

“Yeah, I think anxiety is a normal condition, I think and yeah, of course when she is serious!” (C3-M2-I)

From M3, he revealed:

“Serius mas. Bahkan sering beliau serius dalam mengajar kami. aku lebih panic sih mas.” (C3-M3-I)

“She is serious actually. This case is often occurred when she is teaching us. Then, I feel more and more panic.”
(Translated)

Understanding the above statements, most of students in listening class thought that their lecturer was serious in giving the class instruction. Then, they felt anxiety symptoms such as worry, confuse, fear, and even panic.

4) **Unfamiliar topic**

The next cause of anxiety was from the material that given by the lecturer to her students. The unpopular or commonly stated as unfamiliar material or topic learned in listening class can become as the consideration of anxiety appearance. In that case, the students experienced anxiety because the topic material used was difficult. Hence, the students could not catch the material easily about the content and even they were lack on the background of the story. The finding of this research revealed all of research subjects stated that unfamiliar topic successfully made them anxious.

One of female students (F1) thought that unfamiliar material was hard particularly the material that used British accents. Until, she was

anxious about the submission later if she did not understand the material.

In line with that, she said;

“Materinya pakai logat British mas dan pas itu pernah tentang Legenda dari Western yang mana itu susah. Ummm cemas sih mas, jadi First of course difficult to apa? Umm untuk me resume listeningnya dan sulit untuk dipahami karena nanti apa yang mau dikumpulin kalau tak faham” (C4-F1-I)

“Actually, the material uses British accents and even I still remember that the material is about legend from Western. At that time, I feel anxious, so first, of course I do not know like what is it? Umm like how to resume its material and hard to be understood because later I thought like what must be submitted if I am lack in understanding the topic” (translated)

From F2, she confirmed:

“pernah beberapa kali tuh aku gak tahu materinya tentang, karena lebih ke cerita barat. Karena beliau tuh lebih sering muter recordnya tuh ummm cerita barat. eee lebih ke khawatir karena aku gak faham apa sih inti dari cerita itu, gitu” (C4-F2-I)

“I ever heard several times that the material is unfamiliar, because the stories refer to use Western background. Moreover, she (lecturer) often plays the audio with Western story. Then, at that time of course I feel worry because I do not understand about the content of the story, like that” (translated)

In line with F1 and F2, F3 strengthened those and she said:

“well, I think when I don’t know about the topic automatically worry” (C4-F3-I)

In side of Male students, M1 had same thought with F1, F2, and F3

students that the material was hard because he did not recognize it well.

From M1, he said:

Umm.. kalau menurut saya, topiknya itu sulit. Maksudnya saya itu umm tidak mengenali sama sekali tentang apa topic itu sebelumnya. Panik, mas! (C4-M1-I)

“Umm I think the topic is hard. It means that I do not recognize at all about the topic before. Then, I feel panic! (Translated)

In line with all female research subjects and male student (M1), from M2 he confirmed:

“yes, I got in worried but no panic and no fear because I can’t catch it well like “Wahhhh what is it? Like the story of Katy and Stray dog, I only know the title but the plot of the story I can catch it.”(C4-M2-I)

Western material also stated as M3’s statement that it could make him worry and even panic. He said:

“Umm.. ada sih beberapa materi yang saya belum pernah tahu. Dan materi tersebut berkaitan dengan cerita barat. Saya cemas, dan juga panik sih mas.” (C4-M3-I)

“Umm actually there are several materials that I do not know before. In addition, the stories are from Western. Then I feel worry and also panic” (translated)

To strengthen that the topic or materials were difficult because from western stories and those had made the students feeling anxious, then the lecturer confirmed the information about that. She revealed:

“...So, Umm in listening class uses term of literacy so the story is from literature, including it can be folklore and sometimes I consciously do not take the popular material. So I am not Umm I mean I use not popular materials, so I don’t take the materials like Cinderella, or Snow White which is too popular. Then, why do I take the unpopular ones because the popular ones, the students have already recognized well. For example, if the material is about Cinderella, I teach that popular material and of course, they will know the story of Cinderella. Therefore, I take a literary or another literary story that is not too popular. So, why do I take the material that is not popular for them

so that it is supposed that they (students) can listen very carefully, yeah! To make them practice on listening itself” (C4-L-I).

Concerning to the above statements, in listening class, it was true that the lecturer gave the students Western topic which was unpopular ones. She mentioned the countries sources and explained:

“Ahh.. yes! Sometimes they are from China but of course using English speech ya! Then, from Russian, then there was from Vietnam, and there was from Deutsch, and of course all of using English but just from different country!” (C4-L-I).

In conclusion, almost all of students in listening class were anxious when the listening audio played because they heard unfamiliar theme of audio. The state of anxiety can be seen from the symptoms that already mentioned by students such as worry and panic.

5) Unfamiliar words

The next cause of listening anxiety experienced by the students in listening class was the unfamiliar words spoken or delivered by the speakers through the audio. Actually, unfamiliar words heard by the students signified as a common case in listening class. The difficulties of words were in form of speaker’s accent and the spelling. Although, the students allowed to check the words on the dictionary, however, they still found the strange words. Moreover, unfamiliar words can influence the students’ comprehension on the listening material content. They thought that if they did not know about the certain words delivered by speaker through audio, they would feel anxious at the first time. The finding

illustrated that all of research subjects were anxious because of unfamiliar words.

First, unfamiliar words became the difficulties for one of female students (F1). It can influence her comprehension toward the material in a whole case. Consequently, if that was all happened automatically she tended to be nervous, worry, and even fear. Like what she said:

“Kadang juga ada beberapa vocab yang aku tidak ngerti Umm.. aku lebih ke gugup, cemas, takut, karena kalau aku gak tau arti atau meaning dari vocab itu kan gak bisa faham sama isi dari listening” (C5-F1-I)

“... sometimes there are several difficulties vocabularies that I don’t recognize before. Umm then, I prefer to be nervous, worry, and fear because I don’t know about the meaning from those vocabularies, consequently I don’t understand or catch up the content as well...”
(Translated)

Another female student also had the difficulties in term of unfamiliar words heard from the speaker. In line with F1, F2 also stated that if lack in vocabularies, I can be hard to understand the content of material. As a result, she was palpitation and worry when she had to encounter the unfamiliar vocabularies listening class. It proved from her (F2) utterances:

“ada beberapa vocab yang aku gak ngerti, trus dari vocab yang aku gak ngerti itu jadi keterusan kayak aku gak tahu apa sih isi cerita yang barusan record nya di puter itu, gitu. Jadi yang bikin deg-deg an pada saat itu juga kayak gitu! oh iya, itu bisa dikatakan sangat cemas, karena apa, karena kalau aku gak tau arti dari kata itu kadang tuh pemahamanku sama apa isinya yang sebenarnya sama ceritanya tuh beda jauh gitu.” (C5-F2-I)

“... there are several vocabularies that I don’t understand. Then, from those vocabularies continuously make me feel like I don’t know what is the point or main idea of the story that has just played. So, one of the causes what had successfully make my palpitation is

when I don't catch up the meaning of the words like that. Furthermore, it can be said as feeling of so worry, because of what? because when I don't know about the meaning of those unfamiliar words between my own understanding and the real content of the material will be so different." (Translated)

Another female student also had feeling of anxiety because of unfamiliar words. She even added other feelings besides worry that were afraid, confused, distress, and frustrated. F3 ever said:

"My feeling is like umm worry of course, afraid, sometimes blank in mind, a bit distress, and Umm *apa itu* Umm frustrated of course!" (C5-F3-I)

The similar case was also experienced by all male research subjects. One of them added other feeling of anxiety symptoms beside fear, confused, and worry but he (M1) was also panic when listening to unfamiliar words. He (M1) explained as follows:

"saya itu pokoknya kesulitan dalam menangkap setiap kata yang di keluarkan oleh voice ummm apa? Suara? Oleh gurunya . pokoknya sulit mencerna lah bahwa itu tadi kata apa ya, kata apa ya? Dan Perasaan saya takut mas, terus bingung, sedikit panic juga, dan cemas."
(C5-M1-I)

"The point is I am difficult to catch up every words spoken by the voice? Sounds" or the lecturer even. I feel hard to understand the words like I ask myself *what is that words?* again and again, like that. Besides, at the same time I feel fear, blank or confuse, a bit panic, and worry." (Translated)

Other male students (M2 and M3) strengthened the above statements.

From M2, he said:

"Oh yeah, when I meet unfamiliar words of course, I feel worry and anxious" (C5-M2-I)

From M3, he said:

Iya mas, pernah menemui kata-kata sulit, gitu. Umm.. bingung sih ada. (C5-M3-I)
 “Definitely, Mr. I ever met the difficulties words, like that. Umm, I just feel confused” (Translated)

It was clear that based on above descriptions, almost all of students in listening class experienced anxiety due to unfamiliar words heard by them in listening class. It can be proved from the form of anxiety symptoms such as nervous, worry, palpitation, confused, distress, panic and fear.

6) Speed speech

The sixth cause of listening anxiety was about the speed of the audio delivered by the speakers. The speed of audio was actually common problem in listening class. The speed used in class was various sometimes usual, fast, or even too fast depended on the material itself. However, mostly the speed used by speaker through audio in listening class categorized as fast. Hence, it can emerge the sense of difficulty to catch up the intention of speaker even the main idea. Consequently, anxiety appeared in students feeling and influenced the students’ performance at class. Based on the finding, all of research subjects stated that the audio used in listening class sometimes was too fast. It successfully made them anxious.

The fast speed of audio or speaker made the student felt worry because the way to understand the material would be difficult too. Like what one of female students (F1) said:

“Yang kedua, karena too fast, nah itu aku susah nangkepnya yang kemudian saya sering cemas, mas”
(C6-F1 -I)

“... The second cause of difficulties in listening class because of too fast of the audio. Well, I feel difficult to catch up the material and in the same time I often feel worry, Mr.” (Translated)

In addition, another female student (F2) added that the fast of the speech can give the unclear points which they were important to be listened but the student did not catch them up. As a result, she was confused. It was explained by her (F2) like below:

“Iya, pengucapan mereka tuh terlalu cepet, jadi apa yang diucapkan dengan apa yang mereka tekankan tu jadi gak jelas gitu. Yang paling sering sih bingung”
(C6-F2-I)

“Right! Their (speakers) speeches are too fast, so between what has been delivered and the idea that is emphasized by them are unclear, like that. Consequently, I often feel confused about it” (Translated)

Moreover, From F3 confirmed the same difficulties about the fast of speed. It made her successfully worry. She said:

“Umm It is not too slow but not too fast, may be 60% I can understand the speaker with the speed, it means 40% I am Ummm not easy to follow the speaker umm... I feel anxious and worry.”
(C6-F3-I).

In side of male research subjects confirmed the above female statements that the fast of speed was a case that emerged the unclear information. Then one of them (M1) also felt fear and worry about that. Like what he (M1) said:

“kalau menurut saya itu mas, audionya terlalu cepat. Jadi kurang jelas menurut saya. Dan perasaannya Ya takut, ya cemas, gitu mas” (C6-M1-I)

“I think one of the difficulties in listening class refers to the too fast audio. So, it is unclear for me. Then, I feel yeah! Fear, yeah! Worry, like that” (Translated)

Another male student added the frequency of fast speed of the audio. It was just sometimes but he (M2) still felt anxious by stating some symptoms such as panic and fear. He (M2) explained:

“Sometime, yes based on the speaker is very important because sometimes there is the speaker that eeee what is it, eee the explanation or delivering the material is very clear but sometime there is also unclear because of too fast and so many paragraph that I cannot catch it, so of course there will be panic and fear...”**C6- M2-I**

Furthermore, the worst condition when the speaker spoke too fast, can emerge the students less enthusiastic in listening class. One of male (M3) students stated that he was bored to listen the audio with fast speed. From M3, he said:

“Umm.. beda materi ya beda mas, kadang ada yang cepat dan ada yang biasa, gitu. Kalau menemui yang cepat. Malah.. males mendengarkan, mas kalau audionya cepet gitu” (C6-M3-I).

“Umm actually different material will be different the speed of audio. Sometimes it is fast sometimes just normal, like that. Moreover, when I listen the fast ones, I am bored to listen it again, Mr.” (Translated)

According to the statements above, almost all of students in listening class revealed that they were anxious because the speed of the audio used in listening class was too fast. The emergence of anxiety was in the forms of worry, confused, fear, panic and boring.

7) Unfamiliar pronunciation

The seventh cause of listening anxiety experienced by the students in listening class was that when they found or heard unfamiliar pronunciation spoken by the speaker. Pronunciation in English commonly divided into two such as American and British. It was also named as accents spoken by Native speaker. As what happened in this research, the speaker mostly used British accents through the audio speaker which made the students were more difficult than American. Consequently, they felt anxious because of that. To ensure the above description, all of research subjects were anxious due to unfamiliar pronunciation.

The used of British accents by speaker through audio was usually about the legend stories. As a result, feeling of worry was emerged. One of female students (F1) felt worry and thought about what belong to be submit if she did not understand the material. She (F1) explained:

“Materinya pakai logat British mas dan pas itu pernah tentang Legenda dari Western yang mana itu susah dan Ummm cemas sih mas , jadi First of course difficult to apa? Umm untuk me resume listeningnya dan sulit untuk dipahami karena nanti apa yang mau dikumpulin kalau tak faham...” (C7-F1 -I)

“Actually, the material uses British accents, Mr. and at that time I ever got the material about the Legend from western which is difficult and that makes me feel worry. So, first of course it is difficult to resume the listening material and difficult to be understood because later I am worry what belongs to be submit if I get nothing from the audio...” (Translated)

In fact, the reason why British difficult in listening class was that the student got used to listening to American accent. One of other female students (F2) stated that she felt some anxiety symptoms such as panic, confused, distress, and sometimes she was frustrated. For detail, she (F2) explained:

“lebih mudah American. Kalau Bristih itu lebih sulit karena udah terlanjur sering dan kebiasaan dengernya pakai American. Umm sulit gitu, karena biasanya pengucapannya kan beda dan gak tau bedanya gimana gitu. Jelas yang pertama aku tuh panik, truss umm bingung, bahkan ada tekanan dikit, jadi harus memforsir diri dan otak harus gini gini gitu, selain itu sempet konsentrasinya sulit, sulit banget hingga terkadang putus asa.” (C7-F2 –I)

“For me American is easier. If British is more difficult because I am too habit with American accent and often listening to it. When I listen to British accent is difficult because both accents are different also I even do not know the difference between two. So, definitely first I am panic, second I am confused, even a little bit distress. Consequently, I have to force myself and my brain like doing this and that. Besides, I ever felt hard to be concentrated, the point is it is hard so hard until sometimes, I am frustrated to it” (Translated)

In line with F1 and F2, F3 confirmed the same condition and she said:

“Umm I think I am anxious because I can’t get the pronunciation and Umm the words he spoke. And umm sometimes I confuse if the story is British I feel like frustrated. Because I am also rare get that but when the first meeting I get British.” (C7- F3-I)

In side of male students actually they also encountered the same case as female students above about the unfamiliar pronunciation. One of male (M1) students also felt fear and confused. Like what he said:

“iya, mas! itu juga termasuk kesulitan saya. Karena saya merasa sulit menangkapnya, karena juga kurang jelas pengucapannya. Dan berfikir kayak gini “kata apa ya? Kata apa ya? Gitu!. Selain itu, Mam AB terkadang menggunakan audio dengan accent British, nah itu termasuk sulit bagi saya. Bingung sih mas, bahkan bisa takut.” (C7-M1-I)

“That is true, Mr.! Unfamiliar pronunciation has included as my difficulty in listening class. Because, I am difficult to catch it up because also the pronunciation is unclear. Then I think like this, *what is that word? What is that word?* Like that. In addition, my lecturer sometimes uses the audio with British accent, and that is difficult for me. I am confused, even I feel fear” (Translated)

Another male student (M2) supported the above statements and he revealed:

“Yeah, sometime that is a trouble for me eeee in the speaker, and the story is from western. Sometimes there is difficulty in form of pronunciation. Almost it is similar to British. For me, for my ear is still not catchy then yeah, I feel worry and confuse” (C7- M2-I)

Same as above M3 also encountered the unfamiliar pronunciation but he tended to be panic. From M3, he said:

“Umm.. pronunciation nya sulit. lebih ke panic sih mas.” (C7- M3-I)
 “Umm yeah the pronunciation is difficult. I prefer to be panic” (Translated)

The most use of British accent in a whole of listening class was in line with their lecturer statements. She explained:

“Almost all of the accents used British. And Yes! I know that they got difficulty on the British accent! Because they regularly use American accent. And I am sure that it can be the factor why they feel a little bit anxious.”
 (C7-L-I)

Based on above, almost all of students stated that they experienced anxiety because of the unfamiliar pronunciation spoken by speakers through audio in listening class. The appearance of anxiety was in form of several symptoms such as worry, panic, confused, distress, hard to concentrate, fear and frustrated.

8) Low quality of the media audio

It was not only the existence of materials become as the cause of listening anxiety experienced by the students in listening class. The media used in listening class can also have a role for the emergence of anxiety, particularly the audio. In fact, the audio has become an important role to encourage the listening process. However, sometimes the audio speaker or sound system used in listening class was not well working. Hence, the students got difficulties especially unclear information spoken by speakers through audio. Consequently, anxiety was appear to distract students' performance during listening class. Through online interview, it was found 4 of 6 research subjects who felt anxious because of the audio quality.

First, one of female students (F1) stated that when the audio media provided in class was low, the class used another audio speaker that was from one of the students. However, the sound was still not as clear as the main audio used usually in class. Consequently, she felt worry because she cannot hear the audio clearly. She explained it as below:

“... Tapi sempat dulu itu, dosen memakai sound nya anak anak tapi sempat low sound, nah dan soundnya anak anak kan gak se louder sound nya ndek kampus jadi ya apa adanya makainya. ya cemas dan pasti memilih tempat duduk yang paling depan karena gak terlalu denger kalau pakai sound nya anak anak...” (C8-F1-I)

“... but, it is ever happened the lecturer used the audio speaker from the student, but the quality is still low. In fact, the student’s sound speaker is not louder than the audio provided by campus or class, then we just use which one is existed. At that time, I feel worry and of course I choose the front seat because the sound is unclear particularly the sound speaker brought by the student...” (Translated)

The same feeling and condition above proved by other female students

(F3). F3 confirmed:

“Sometimes the audio is not too clear and not too louder and Umm I just a little bit worry!” (C8-F3-I)

The unclear audio was occurred because the cable was unwell to connect to the lecturer’s laptop. Consequently, the sound volume was lower than usual and sometimes the audio was shutdown. That was a terrible moment at that time. Then, one of male (M2) students felt no enthusiastic when the media was not well working. Like what he (M2) explained below:

“yeah, sometime from the device, the cable didn’t connect to the laptop. yeah, it is affected. So, sometimes the sound is low and sometimes we can’t hear it well even the volume is low but the sounds ever shutdown. So I feel like there is no enthusiasm to study just like arrrghhh... when we’ve been enthusiast and spirit to the material but the media is not supported us...” (C8-M2-I)

In line with the above statements, another male student (M3) added that sometimes the sound was noise and same as M2 statement that it

ever shutdown by itself. However, the lecturer still continued the class even retelling was still conducted. From M3, he said:

“Umm media nya low quality, mas. Kadang malah mati juga. Kadang volume nya juga error. Terus suaranya kayak “kemresek” (noise) jadi gak normal. ada perasaan umm cemas, mas. Hal ini dikarenakan materi belum tersampaikan, trus Umm tidak mendapatkan apa-apa yang ujungnya kita tetep melakukan retell gitu.”

(C8-M3-I)

“Umm the media is low in quality, Mr. Sometimes, it is off. Then, sometimes the sound is noise, so it is not normal. At that time, I feel Umm worry, Mr. It happened because the material does not deliver yet. Consequently, umm I get nothing which at last we are still called to do retelling, like that.” (Translated)

Understanding the result above, some of students in listening class were anxious due to low quality of the audio media. Consequently, they were worry and no enthusiasm to follow the class.

9) Long duration audio

The ninth cause of anxiety was about the duration of listening material. Duration meant here was about the length of material used in listening class played through audio speaker. Actually, long or not the duration of material depended on the material itself. It was not every meeting used long duration. Furthermore, the perception of students toward long duration audio in listening class was various. The result of online interview was revealed that all of research subjects experienced anxiety because of long duration audio.

Long duration of material successfully made student saturated to follow listening class. Consequently, she (F1) was bored. She stated:

“ya boring lah,mas. kan jenuh apalagi panjang durasinya, ya cemas, ya boring, ya itulah yang jelek-jelek pokoknya” (C9-F1-I)

“Of course I am bored, Mr. I am saturated due to the length of material used was long, I feel worry, boring which these are bad actually” (Translated)

Moreover, the effect of long duration can made another female student (F2) was easy to miss the important point about the material spoken by the speaker. The material was not only too long, but also flat or not interesting in the content. It was ever explained by her (F2) as follows:

“Umm.. audionya itu long duration, bahkan sering di semester 5 ini. Kemarin itu ada yang sampai 9 menit lebih gitu. Umm.. yang itu sih aku ngrasanya ummm boring! Karena pa, karena terlalu lama trus ceritanya itu kayak datar aja. Trus yang terlalu lama tuh bikin yang umm apa namanya? Ceritanya itu lupa, awalnya gimana trus sampai gini gini gini gitu. Itu tu lupa kadang”

(C9-F2-I)

“Umm, the audio is long duration, even often during five semester, the audio length is 9 minutes even more like that. Umm that point is like this! I feel Umm boring! Because what? it is because the story is too long and flat. Which that can make me Umm what is it? Oh yeah! Forget the point of the story. For the first time, I think like how is it? Until I think like this and that. Concerning to that case, I am easy to be forgotten about the point in the material” (Translated)

Actually, the duration was various depended on the material given. Female and male students stated different length of the audio. However, although it was various but still successfully made them feel anxious with different symptoms of anxiety. First, the duration was about 7 minutes and more. It made F3 felt boring. Like what her statement, she said:

“The audio is very long, sometimes until 7 minutes or even more and the lecturer is only repeat it 3 times even when there is a long audio and umm, I think there is no problem about the times of repetition but umm I got boring because of the duration” (C9-F3-I)

In other hand, Male student (M2) thought that the duration was about 20 until 25 minutes. Same feeling as previous students above that he was bored because of that. Besides, he was also confused and anxious because he had to force his brain more than usual. It seemed too much for him. Those had been stated by M2 as follows:

“The material is too long even. And I feel so anxious at that time. But it will be normal if the listening audio is approximately 15 minutes, it is good enough but the material that is given by lecturer is about almost 20 or up to 25 minutes. Okay, I refer to be boring, confuse and anxious because of the capacity of my brain. I think for us 15 minutes is enough but if up than that it feels boring, it’s like too much topic or too much content that we have to understand it once in that moment” (C9-M2-I)

Meanwhile, another male student (M3) stated that the duration was ever 37 minutes and one material taken in two meetings. If the duration was more than 15 minutes, he felt boring as previous students above. From M3, he said:

Long, long, lumayan sih mas. kalau menurut saya itu long duration. long duration itu bisa sampai 37 menit itu ada. Akhirnya tidak cukup disatu meeting akhirnya di teruskan di rumah. Bahkan repetition biasanya di lakukan minggu depan. Jadi pernah itu satu materi jadi 2 meeting. Ya standardnya kalau 15 menit itu dah cukup maksimal lah, kalau lebih itu dah termasuk long duration sih mas. Lebih ke Boring aja sih mas. (C9-M3-I).

“Long, Long, long enough, Mr. For me, the duration is long. And there is one moment that the duration is until 37 minutes. Finally, the time is not sufficient to be accomplished on one meeting. Finally, it is continued to

work at home. Even, the repetition can be done next week. So, it is ever that one material is done in 2 meetings. Well, the standard of duration for me is 15 minutes and that is the maximum ones, but when the duration is more than that, I consider as the long duration of the material. Finally, I prefer to be boring, Mr.” (Translated)

Furthermore, the long duration was done twice or even three times.

The long or not duration of audio was depended on the material given.

This line proved by M1. He felt boring too when the duration was long

like above. Like he uttered:

Gimana ya mas, tergantung sih. Durasinya itu bervariasi jadi tidak tentu. Tapi sempat yang menurut saya panjang itu sekitar 2 sampai 3 kali sih mas. agak bosen sih, boring, mas. (C9-M1-I)

“How to explain, yes? Umm actually depends on. The duration of the material is various and not always. But, yeah! I ever experienced twice umm I think three times that the duration of audio is long. Then I feel boring, Mr.” (Translated)

In case of lecturer perception, she stated that the material used and dealt in listening class was 15 minutes to 20 minutes. So, it was similar with the students perception. To ensure the lecturer statement, she said in online interview:

“Moreover, the audio is not long, it is only 15 minutes usually no more than 15 minutes or no more than 20 minutes.” (C9-L-I)

The above statement presented that almost all of students in listening class were anxious because of long duration audio. The anxiety was in form of some symptoms such as worry, boring, and

confused. Moreover, the students preferred more to be boring when the duration was long.

10) Class condition

The next cause of anxiety experienced by the students in listening class was beyond of the material, but it was the condition of the room itself. The comfortable atmosphere of the room was matters for the students. It was matter to enhance the students' concentration when working on the task.

The room of listening class during fifth semester was heat or uncomfortable. It influenced the students' concentration in listening class. Whereas the room had facilitation in form of Air Conditioning but all were lack in work. Since the students felt uncomfortable because of class condition, they were difficult to be concentrated on material and automatically they were anxious at that time. To ensure the above description, the finding was found there were 4 of 6 research subjects who stated that the room can be the cause of anxiety.

The uncomfortable room can make the student failed in concentration. One of them said that she (F1) just preferred to focus on her body so that not being heat again. Even, when she was in that condition, she was worry because besides failed in focus also she was worry how if the task did not accomplish well. To ensure the above description, she (F1) explained:

“pernah sih sekali, suhunya panas,mas jelas mempengaruhi konsentrasi saya, jadi lebih fokus ke

'sumuk'. kemudian saya merasa cemas, karena khawatir kalau tidak selesai karena kan gak fokus" (C10-F1-I)

"It is ever happened once, the temperature is heat, Mr. It successfully influences my concentration. As a result, I prefer more focus on the feeling of heat on my body. Then, I am worry, because I am worry if the task is not accomplished yet because I am hard to concentrate" (Translated)

In side of male students, all had same opinion that the class was heat sometimes. There was one main reason that was Air Conditioning was not working well in the class. One of them (M1) stated that the AC was off twice until three times. As a result he felt hot and disturbed his concentration. According to M1, he said:

"Ada ACnya mas, tapi itu terkadang AC nya mati 2 sampai 3 kali. ya, yang jelas ruangan jadi terasa panas, mas. dan jadi tidak nyaman pas kelas listening itu. Selain itu, ngurangin konsentrasi saya dalam menangkap materi di kelas listening, mas." (C10-M1-I)

"There is AC, Mr., but there sometimes the Air Conditioning is off around twice or even three times. Yeah! The room is so heat, Mr. Then, I feel uncomfortable in learning process at that time. Besides, it can reduce my concentration in case of catching up the material content in listening class, Mr." (Translated)

If the class was uncomfortable, then the students can be crowded. Consequently, one of male (M2) students stated that it can disturb his concentration. M2 said:

"...But, more about the condition of AC that is not work well, okay we crowded again. And yeah, I feel uncomfortable. Even, it can decrease my concentration when the class is hot" (C10-M2-I)

Moreover, the AC was actually working but not well. Actually, there were two AC but both did not work maximally. Consequently, it was also emerged lack concentration of M3. Like he has stated:

“AC nya tu kadang nyala kadang enggak. Jadi di lab itu kan ada 2 AC, yang satu itu malah gak nyala itu. Sedangkan yang satu itu nyala tapi ya gitu gak maksimal. Malah sempet mati juga semua AC nya. Yang jelas, saya kurang nyaman karena suhu jadi panas bahkan mengurangi konsentrasi, sangat mengurangi lah pokoknya. iya, dengan ketidaknyamanan itu efeknya jadi cemas karena kurangnya konsentrasi.” (C10-M3-I)

“The Air Conditioning sometimes is not working. So, actually there are two AC, which one of both is off. Meanwhile, the left one is on but not maximum working. Moreover, it is ever off too, so all AC is off. Obviously, I feel uncomfortable because the temperature is heat and until it reduces my concentration, it is so reduced. Consequently, with that condition, I feel anxious because I am lack to be concentrated” (Translated)

Based on the above statement, some of students in listening class felt anxiety due to the heat temperature of the room. Furthermore, Male students were found more anxious than female students. Most of them felt worry and difficult in concentration.

11) Retelling

The last cause of anxiety experienced by the students in listening class was the learning process itself. The class procedure was started by doing listening to the audio all were from audio no audiovisual; Secondly, the students were asked to make summary on the paper; Then, to ensure their comprehension the students called randomly by their lecturer to retell what they have summarized on their paper. They had to come forward present their work without bringing

the paper or as known as speaking impromptu. The students used their own words to retell what they had summarized from the listening material heard by them before. It can be said that although the name of lesson was Extensive Listening and Literary Appreciation the process taken in class involved other language skills such as writing and speaking. Particularly, speaking or commonly mentioned as retelling section. That section successfully made the 5 of 6 research subjects were anxious.

Retelling made one of research subjects (F1) felt worry because she really knew herself that she was lack in speaking. She uttered:

“...kenapa karena aku merasa lemah di speaking. Kenapa aku menyangkut pautkan dengan speaking karena dosen selalu menyuruh kita maju satu satu dan dipilih secara random tapi gak semua sih jadi aku selalu merasa cemas” (C11-F1-I)

“...Why? Because I am weak in speaking. Why I should relate it with speaking because the lecturer always ask us to come forward one by one and chosen randomly but not all students. At that time I always feel worry.”
(Translated)

Moreover, retelling conducted without bringing the text. At that time,

F2 was palpitation, like on her utterances, she said:

“Jadi karena biasanya di kelas listening itu ada listening dulu, dengerin audio dulu, kemudian retell sama bahasa kita sendiri tuh! Nah aku deg-deg an nya tuh aku Nah aku deg-deg an nya tuh aku” (C11-F2-I)

“So, because usually in listening class is begun with doing listening, like listening to the audio, then we have to retell by our own words. Then, I feel palpitation. I feel palpitation when facing that moment...” (Translated)

In side of Male students, retelling has become the part of learning procedures in listening class. Hence, one of male (M1) student felt worry to come forward. From M1, he revealed:

“iya, mas. malah sering system maju kedepan dan hampir tiap pertemuan gitu and memuncak mas cemas saya, pas di suruh maju kedepan.” (C11-M1-I)

“That is right, Mr. Even the retelling system is often conducted and in each meeting I feel more and more worry when the lecturer asks to come forward”
(Translated)

In line with the previous statements, M2 also felt worry when he was asked by the lecturer to retell what they had listened and written. From M2, he said:

“Umm.. When I am retelling my presentation with very minimize points of course I am so worried to present it” (C11-M2-I)

Another anxiety symptom also emerged when the student (M3) encountered retelling moment. He said:

“Umm kalau cemas ada sih mas, lebih ke takut ketika nanti disuruh nyeritain tentang apa yang sudah didengarkan tadi. Jadi di kelasnya itu tidak hanya listening saja tapi juga retell mas. Dan aku lebih takutnya tuh kalau di retell nya.” (C11-M3-I)

“Umm anxious is ever existed, Mr. I prefer to be fear when later the lecturer asks me to come forward to retell the material content that has been already listened. So, the activity in listening class is not only listening but also retelling, Mr. And I am more fear when I have to retell the work.” (Translated)

According to the students’ statements above, it was true that retelling activity as the part of listening class process. It was clearly stated by the lecturer. It was aimed to ensure the students’

comprehension about the material that had listened by the students.

The lecturer explained:

“...And then to check that they understand or not so I called their name randomly to come to my chair, to come to my table to retell without bringing the paper, just spontaneously.” (C11-L-I)

She (lecturer) also added the reason about the speaking section. She revealed:

“...Because, we know that listening is the first one. And, we have four skills in English first is listening, then speaking, and reading with writing. We can't separate at all, we can't separate one of them. So it is the part of important one. So, the students should be thinking that the listening is one of the important thing. What I mean like before that I have told you that listening one of the skills that students must master it.” (C11-L-I)

Understanding the last cause of listening anxiety, most of students in listening class were anxious when they were going to encounter retelling section in front of the class spontaneously and no text. They stated that they felt worry, palpitation, and fear.

2. The Strategies Employed by Male and Female English Education Department Students of The Fifth Semester in IAIN Tulungagung to Minimize Their Listening Anxiety.

This sub-heading presented the data collected from the field. It was related to the students' strategies to minimize their listening anxiety in the instructional listening classroom. As a good learner in learning English as foreign language, each student has own strategy to minimize their obstacles in learning process like in listening class.

Based on the data finding, it was found that the students' difficulties in listening class can be the causes of their anxiety. Moreover, the causes have been displayed in the previous sub-heading which there were 11 (eleven) causes of listening anxiety experienced by the female and male research subjects.

Those causes of anxiety needed to be minimized by some strategies so that the students can participate in listening class very well. Based on the result of online in-depth interview, the research subjects both male and female students (F1, F2, F3, M1, M2, M3) had similar and different strategies in order to minimize their listening anxiety. The strategies were unique and interesting. They were eleven types, such as: preparation (Ss1), relaxation (Ss2), positive thinking (Ss3), peer seeking (Ss4), resignation (Ss5), asking for repetition (Ss6), make a note (Ss7), open dictionary (Ss8), comforting body (Ss9), skipping the missing points (Ss10), and self-entertainment (Ss11). Furthermore, the presented data dealing with the gender perspectives.

1) Preparation

To achieve a success in the process of learning, the students needed to prepare anything properly. It aimed so that they were ready to participate in the class and having an enjoyment in lecturing process. The form of preparation could be the students' daily activity or learning that can enhance their braveness and minimize anxiety in listening class such as listening to the western song, watching movie, and prayer. Moreover, it can be a means to minimize the existence of

anxiety when the students were already in the classroom. Based on the finding of the research, all of research subjects had preparation before entering the class to minimize their anxiety.

The form of preparation was listening to the English song, from Video clip with the lyrics. It was like the habit done by one of students (F1). Even, by doing the preparation like that, it can help her to recognize some words in listening class. Until, it can minimize her anxiety especially in case of unfamiliar vocabularies. She (F1) explained:

“ya benar, biasanya lagu berbahasa inggris, video klip juga pokok aku suka. Yang pasti juga ada liriknya jadi sambil baca-baca liriknya. ada efeknya, biasanya ada beberapa vocab yang tidak sengaja dari lagu itu kata kata nya muncul di kelas, jadi tidak asing. Yang aku tidak ngerti jadi ngerti. iya sih sedikit, kan jadi ngerti. Dengan melihat lirik itu kan termasuk belajar jadi ya mengurangi kecemasan walau sedikit sih.” (Ss1-F1-I)

“That is right! I usually listen to English songs, video clip with that I like. Moreover, the clip must contain the lyric so that I can read the lyric too. Besides, the effect is like usually, there are several vocabularies in listening class audio that unconsciously emerged similarly even same as the song lyric that I have heard before, so it is not unfamiliar again. From do not understand the words now I understand it. Moreover, by doing preparation, it can reduce my anxiety but just a little.” (Translated)

In line with F1 the preparation strategy done by F2 through listening to the music. It can effectively help her to recognize some words in listening class. From F2, she said:

“Oalah, kalau itu lebih kepada kebiasaan sih mas. Jadi aku tu lebih sering dengerin music berbahasa inggris, soalnya dari situ sih aku juga suka music dan agak nyambung sama matkul (mata kuliah) nya itu, jadi ya aku

terusin aja gitu. Ohh! Ada sih! Kalau aku sendiri jadi efeknya tuh gini. Pas aku kemarinnya dengerin music bahasa inggris, nah aku dapat vocab baru tuh, nah secara gak sengaja biasanya kadang-kadang umm apa namanya, pas listening class itu juga ada kata-kata itu yang kemarin aku denger dan ternyata sama dengan kata yang didalam umm apa! Record nya buat listening class itu. Yaa.. sebenarnya sih belum hilang, Cuma agak berkurang karena aku lebih dulu tahu makna dari kata itu.” (Ss1-F2-I)

“Well, it has been a daily, Mr. So, I often prefer to listen to English music, because first I like music and a little bit relevant with the lesson (Listening class), so I just do it continuously. Beside, for me the effect is like this. When I listen to the English music, well I get new vocabularies, then indirectly sometimes Umm what is it? When enter to listening class there are also some words that I have been heard before and the words are the same as the words in Umm what is it? Oh yeah the audio of listening in the class. Furthermore, my anxiety actually is not totally gone but yeah this way can minimize it because I initially know the meaning of some words” (Translated)

Listening to the English song before entering to the classroom can improve the ear to be more and more usual to hear English words. Like what has been stated by F3:

“Umm I am not sure, but I like to study the lyric of the music! umm just listening to the western songs and it can improve my ear in listening class. So I sing a song sometimes to practice myself for listening class.” (Ss1-F2-I)

In line with female students’ statement above, male student also stated that listening to the song was a good choice for the preparation. Meanwhile, listening to the British song could be a good choice as the preparation of listening class mostly used British in the material. It was like what uttered by one of male students (M3):

“umm ada ada. Saya lebih sering mendengarkan music berlogat British sih mas.” (Ss3-M3-I)

“Umm there is. I often prefer to listen to the music with British accents, Mr.” (Translated)

Preparation in form of listening to the English music actually was helpful in listening class. Even, if that was being as daily of course can give positive effect for the students who listening to Literacy listening material. It was like the statements uttered by the Lecturer, she said, *“Ya! Ya! Yes! Of course for literary especially yes! It (listening music, play Instagram, watching western movie) can help it!” (Ss1-L-I)*

In other hand, beside listening music, watching English movie can be a form of students’ preparation before entering the class. It aimed to train the ears easily to catch the pronunciation of speaker up. It was like what uttered by one of male students M2. He said:

“oh yeah, I watch movie. Sometimes when at night before the class tomorrow I watch the movie without subtitle may be to train or practice my ear. Then, the content is random as what I like it. Then, yes, off course, it is improved my confidence, my braveness, and strengthen me.” (Ss1-M2-I)

Another strategy to minimize listening anxiety was preparation in form the form of prayer. As Muslim, one of research subjects thought that stating “basmallah” was a matter before entering to the classroom. M1 believed that by stating that, his anxiety was reduced even he felt more comfortable before entering the listening class. From M1, he said:

“Ya gak begitu ada sih mas, tapi yang sering sih saya sebelum masuk kelas baca bismillah dan pasrah tentang

apapun yang hendak terjadi di kelas listening. Yang jelas berkurang mas bahkan saya merasa lebih nyaman saat mau masuk ke kelas listening” (Ss1-M1-I)

“Not really Mr. but the activity that I often do before entering the classroom is done by stating “*basmallah*” and feel free toward what will be happened in listening class later. Then, the anxiety is reduced even I feel more comfortable before entering the classroom.” (Translated)

To sum up, almost all of students in listening class had various preparations to minimize their listening anxiety before entering the classroom. It could give some positive effects such as the students can get more about the vocabularies, training ears, pronunciation, and so on. Finally, their feeling of anxiety minimized and they felt more confident to follow the class.

2) Relaxation

The second strategy used by the students was relaxation. The form of relaxation were take a deep breath and trying to be calm down with some doings like closing the eyes or just ignored around. Relaxation needed to minimize anxiety based on several conditions encountered by the students in listening class. According to the above description, this research found 5 of 6 research subjects’ statements related with relaxation.

For the first condition about strict lecturer, she (F2) said:

“Umm kalau aku, aku umm Pertama aku ambil nafas dalam-dalam terus aku keluarkan gitu, hal itu selalu aku lakukan” (Ss2-F2-I)

“Umm for me, I Umm firstly I take a deep breath then I exhale it, and I am doing that as always” (Translated)

In line with F1, when M3 felt anxious because of his lecturer was strict, he just directly take a deep breath. He (M3) said, “For me, the first thing that I do is taking a deep breath like that...” (Translated) taken from *kalau aku yang pertama jelas menghela nafas dalam dalam gitu* (Ss2-M3-I).

Second was when the student listened to the unfamiliar pronunciation. She (F2) said:

“ya itu kayak di awal tadi, yang paling sering itu apa? umm ya itu ambil nafas gitu, bikin relax diri sendiri dulu” (Ss2-F2-I)

“Like before, the most of thing that I do in listening class is taking a deep breath, just make the body relax first” (Translated)

In line with F2, M3 also used relaxation as a habit when he listened to the unfamiliar pronunciation. He (M3) revealed, “Clearly, it is like before, I take a breath, because it has been my habit” (Translated) taken from *ya jelas seperti biasa menghela nafas, karena udah habit* (Ss2-M3-I)

The third condition was when the student was anxious due to listen to unfamiliar word. She (F3) implemented relaxation by doing calm down to minimize her anxiety. She said, “*I make myself calm down*” (Ss2-F3-I). In line with F3, Male student (M1) also had same strategy to encounter the case of unfamiliar words. That was by doing relaxation. He said:

“Mengambil nafas dengan begitu saya bisa lebih tenang mengikuti kelas listening. Dari situ saya lebih tenang.” (Ss2-M1-I)

“I take a breath, by doing that I feel more relax when joining in listening class. From that I feel more relax.”
(Translated)

In line with F3 and M1, M3 also used relaxation in almost whole condition particularly when he was anxious because of unfamiliar words. He used that to minimize his anxiety. He (M3) said:

“Namun, setiap keadaan yang membuat saya cemas, saya selalu menghela nafas dalam-dalam dulu karena itu kayak ummm udah habit, mas.” (Ss2-M3-I)

“...however, each condition that can make me feel anxious, I always take a deep breath first because it has been accustomed in myself, Mr.” (Translated)

The forth condition was when the student met with unfamiliar topic. She (F2) said:

“kalau upayanya sih biasanya Ummm aku setiap dengerin record nya itu aku mencoba untuk menenangkan diri gitu dengan cara selalu tutup mata, kenapa karena nanti kalau aku buka mata trus aku lihat temen-temen di sekelilingku dengan raut muka mereka yang apa... khawatir gitu, nanti itu bisa jadi pengaruh buat aku dan aku jadi ikutan khawatir kayak gitu. Jadi aku lebih menutup diri gitu aja enak nya ngomong.” (Ss2-F2-I)

“If the effort is usually Umm, every I listen to the record, I try to calm myself by always closing my eyes. Why I am doing that because later when I open my eyes then I see my friends around me with the look on their faces ... worry like that, later it will influence for me and I am worried too. So, I just shut myself up like that.”
(Translated)

The fifth condition was when the lecturer was serious in giving instruction. Mostly, the male students (M2, M3) used relaxation to minimize their anxiety when the lecturer was serious. Then, starting from M2, he said, “*Okay, first one I take a deep breath....*”(Ss2-M2-I)

Meanwhile, M3 added that he did relaxation when the lecturer was serious in giving the instruction. He said:

“...Kayak menghela nafas dalam-dalam, terus memperhatikan beliau ketika menyampaikan materi..”

(Ss2-M3-I)

“...it seems like taking a deep breath, then I take attention when she was delivering the material...”

(Translated)

The sixth condition was when the student presented the material in front of the classroom. He (M3) used relaxation by taking a deep breath to minimize his anxiety. Like what he said:

“untuk mengurangi kecemasan ya mas? Umm.. biasanya menghela nafas dalam-dalam sih mas kalau mau maju kedepan...” **(Ss2-M3-I)**

“To minimize my anxiety when retelling? Umm, usually taking a deep breath, Mr. If I do retelling forward...”

(Translated)

The seventh condition was when the student listened to the fast of the speaker's speed. One of the students (M1) used relaxation to minimize his anxiety. He said, *“Umm like before, Mr. I take a deep breath”* (Translated) taken from *“Umm.. kayak sebelum-sebelumnya mas. saya menghela nafas dalam-dalam...”* **(Ss2-M1-I)**

Based on the second strategy, almost all students in listening class applied relaxation to minimize their anxiety. The students tried to relax themselves when they encountered to strict lecturer, unfamiliar pronunciation, unfamiliar words, unfamiliar topic or material, serious lecturer, retelling section, and speed speech. This strategy affected

them to be more relaxed and calm to follow any situation in the classroom.

3) Positive thinking

Another strategy to minimize listening anxiety was having positive thinking. It meant that the students try to think positively whether they did some mistakes or not in listening class. In addition, the forms of positive thing in this case were being confident and not thinking much about the consequences. The purpose was to minimize anxiety that was experienced by them. Furthermore, the students just did what the lecturer asked to them. Positive thinking was strategy used by them when they thought that their works were not as their expectation. The finding of this research found 4 of 6 research subjects did positive thinking.

First, when the researcher asked about strategy to minimize the anxiety while the student facing unfamiliar words as one of the causes of listening anxiety, one of them said just become confident. It was like what had stated by F3 as follow:

“Ummm I make myself confident. umm not truly gone, but it makes me feel better in feeling like relax. Even, I always try to positive thinking in every time” (Ss3-F3-I)

In line with F3, being positive in every condition was done by male students (M1, M2). M1 said, “...The point is i always be positive in any conditions, like that Mr.” (Translated) taken from “...*Pokoknya selalu berfikir positif di setiap keadaan sih, mas*” (Ss3-M1-I)

From M2, he uttered:

“Yes, almost all conditions, just positive thinking like aaaa let it be, like what I have concluded or worked from the material I just deliver to Mam AB.” (Ss3-M2-I).

Meanwhile, being positive was important to minimize anxiety when the lecturer was either strict or serious. It was like M1 statement. He specified the conditions when he was doing positive thinking. He (M1) said:

“...positive thinking aja. Menurut saya itu cara terbaik saya mengurangi kecemasan disaat dosennya tegas maupun serius saat mengajar.” (Ss3-M1-I)

“...Just be positive! I think it is the best way for me in order to minimize the anxiety when the lecturer is strict or serious in giving the instruction” (Translated)

In addition, M1 also added that being positive done when he had chance to come forward for doing retelling. He (M1) said, “...The point is just being positive, Mr. Particularly when I am ordered to come forward” (Translated) taken from *“pokoknya berfikir positif aja sih mas disaat disuruh kedepan”* (Ss3-M1-I). In the same case, M3 added that the form of being positive was when the student asked to come forward without thinking the result then. He said:

“...umm teruss kalau maju sih pokok berfikir ya yang penting maju aja tanpa memikirkan konsekuensinya kayak ntah ntar dinilai atau tidak, yang penting maju dulu gitu. (Ss3-M3-I)

“... Umm then when I have to come forward, I just go ahead without thinking much about the consequences like whether later will be scored or not, the matter is just go forward, like that” (Translated)

To sum up, some of students did positive thinking to minimize their anxiety. This strategy was done when they listened to unfamiliar

words, retelling section, strict and serious lecturer. As a result, they were not anxious for more. Instead, they preferred to be more confident and relax to follow the class.

4) Peer seeking

The next strategy was named as peer seeking. The form was various starting with sharing experience, sharing some information, or even just thinking or realize that not only the individual who had the same problems. Peer seeking needed in listening class to minimize anxiety when the students in listening class. According to the above description, all of research subjects had peer seeking with their friends.

In this case, the student tried to ask to his or her friends beside to get the meaning of the words. It was like F1's statement. She (F1) uttered:

"...karena kalau aku gak tau arti atau meaning dari vocab itu kan gak bisa faham sama isi dari listening. Terus aku langsung sharing sama temenku untuk mengurangi kecemasan iku, sih mas" (Ss4-F1-I)

"...because I don't know the meaning of the vocabularies then I don't understand about the listening content. At the same time, I directly do sharing with my friend to minimize my worry, like that Mr." (Translated)

In line with F1, F2 also did peer seeking after making some notes. She said:

"untuk vocab yang aku gak tau, biasanya aku tulis itu di note aku gitu. Trus nanti setelahnya baru aku tanyain ke temenku yang disamping" (Ss4-F2-I)

"For the vocabularies that I don't know the meaning, I just write it on note. Then, after that later I ask to my friend beside me." (Translated)

Moreover, peer seeking was in form of thinking that others who also encountered the same circumstances, particularly listening to unfamiliar words. Hence, two of male students (M2, M3) did peer seeking by that form to reduce his anxiety symptoms. First, M2 explained:

“I just think like Umm because not only me who cannot catch or connect with missing words but the result is always the same because what I can’t understand it well, my friends do it also. Sometimes, it’s like this if I confront this situation because I think this is a terrible situation because I can’t understand it well so I discuss it with my friends but if the result we both do not understand it so yeaahhh the truth is not only me who can’t understand about the missing words. So, my panic, my anxious, my fear, and my confused are reduced by themselves.” (Ss4-M2-I)

Second, peer seeking was a strategy that not only implemented when the students met with unfamiliar vocabulary from the material, but also from the lecturer utterances. It was like what had M3 stated:

“Iya. Kalau yang itu umm yang berbincang-bincang dengan teman, tujuannya mencari makna ketika beliau berbicara dengan bahasa inggris dan saya belum bisa menangkapnya. Jadi saya Tanya teman, gitu tujuannya pokoknya mencari inti dari apa yang di sampaikan Mam nya.” (Ss4-M3-I).

“Yeah, Regarding to that case umm I just talk to my friends, by aim to find the meaning when the lecturer speak with English and I still don’t catch the intention yet. So, I ask my friend, like that. The point of asking is only to know what actually the lecturer delivers” (Translated)

She (F1) added in case of speech speed:

“...Nah kalau tetap tidak faham, aku coba diskusi dengan teman. Karena Otomatis bila mendengarkan suara native

yang terlalu cepet bisa bikin jadi lebih panic, akhirnya retellingnya bingung seperti apa.” (Ss4-F1-I).

“...Well when I still don’t understand, I try to discuss with my friends. Because Automatically, if I listen to fast sounds of native speaker, it can make me be panic which finally I am confused what should do in retelling later” (Translated)

In line with F1, F3, M1, and M2 had the same strategy that was peer seeking when they listened to the audio with fast speech. First, F3 added that peer seeking done when she miss the point. She (F3) just directly asked to her friends. She said:

“...But, if I ketinggalan poin atau blank karena speaker nya yang terlau fast saya langsung tanya temen.” (Ss4-F3-I).

“But, if I miss the points or blank because of the speaker speak to fast, immediately I ask to my friends” (Translated)

From M1, the form of peer seeking was like thinking that not only him who felt the same. He said:

“...Tapi gini mas, saya yakin bahwa tidak hanya saya yang merasakan bahwa audionya itu cepat.” (Ss4-M1-I).

“...but like this, Mr. I am sure that is not only me who feel that the audio is fast” (Translated)

M2 also had the same opinion that he asked his friend when the audio was fast in speech. He asked about the meaning. It was like what hade said by him (M2):

“Sometimes when the speed is too fast, I ask to my friends like “what does it mean?” like that...”

(Ss4-M2-I).

Furthermore, She (F1) also said that peer seeking makes her more secure when the lecturer was serious in teaching:

“Umm.. disaat beliau serius ya? Umm kalau aku lebih ngobrol ke temen sih. Pokok kuncinya satu kalau pas listening, aku tuh ga bisa duduk sendiri. Bukan apa apa, bukan karena dapat jawaban atau gimana, aku tuh kalau sendiri merasa terintimidasi gitu, tapi kalau pas ada temenne aman lah” (Ss4-F1-I).

“Umm when she (lecturer) is serious, right? Umm for me I prefer to talk with my friends. The point is when in listening class, I cannot sit alone. It is nothing, not just because I will get the answer or others, I just feel if I am alone like I am intimidated with the condition like that, but if there is a friend beside I feel secure” (Translated)

As F1 statement above, the peer seeking strategy used by M2, particularly, when he thought that her lecturer was serious in giving instruction. The form was thinking that not only him who look anxious. He (M2) said:

“After that, I look around in class. I just sit on my chair and look everybody. I look it because when I feel anxiety or feel rather be worry I look my friends’ faces. When they are also panic, so I feel a little bit relax. So, it is not only me. yeah, I can feel the atmosphere that there are still seriousness or panic in my classroom so “it’s fine, it’s fine for me” because not only me who feel it. So nothing wrong.” (Ss4-M2-I).

Moreover, did talking with friend when the lecturer was serious in teaching done by M3 too. It aimed only for to find what the points that the lecturer had stated. He (M3) explained:

“...dan ummm berbincang dengan teman dengan tujuan untuk mencari inti materi yang disampaikan beliau disaat serius ngajarnya dan yang mana saya tidak bisa menelaah.” (Ss4-M3-I).

“...And Umm I talk to my friend by aim to find the point of material delivered by her (lecturer) when she was serious in teaching and when I am lack to understand her” (Translated)

In case of long duration, to minimize her (F1) anxiety, she did discussion because if not, the task would run slowly. Peer seeking can help her to finish her task in listening class. She (F1) stated:

“kalau boring karenan durasi lama Umm yang aku butuhkan ya ngobrol sama temen karena kalau sendiri kayak tidak selesai-selesai jadi makanya aku tetap butuh diskusi di kelas listening.” (Ss4-F1-I). “If I am bored because of the long duration Umm what I really need is doing some talks with my friend because if I am alone I feel like the task is not over and over soon. Hence, I do still need discussion moment in listening class.” (Translated)

In same case as F1, peer seeking also done by F3 when she listened to the long duration of material. She expressed her experience to her friend beside to minimize her anxiety. She (F3) revealed:

“...At that time eee usually I talk with friend like “ummm kok panjang sih durasinya hmmm” (Ss4-F3-I).

Long duration also felt by M3 and he did peer seeking by talking with his friend to minimize his boring. He said, “...talk to my friend beside, and that can reduce my boring at class.”(Translated) taken from *“...ngobrol sama temen gitu sangat bisa ngurangin ke boring-an saya” (Ss4-M3-I).*

On the other side, peer seeking applied to minimize listening anxiety when the students encountered the unfamiliar pronunciation. It was like two of female students (F2, F3) statements. First, F2 said:

“... habis itu kalau bener-bener gak tau accentnya baru Tanya temen gitu.” (Ss4-F2-I).
 “...then If I really don’t catch the accents of speaker at all, I ask my friends, like that” (Translated)

While, F3 added the effect later if she did not do peer seeking when she encountered unfamiliar pronunciation. Besides, she also added other form of peer seeking that was there were others who felt the same as her circumstance. She said:

“Ummm.... When I don’t know about Umm the pronunciation, I will ask my friends and sometimes if I ask my friends and they don’t know it umm so umm I feel umm double panic. Moreover, I believe that there is someone who is more panics than me.” **(Ss4-F3-I)**

Not only that, F3 also did peer seeking by asking something to her friend when she met with unfamiliar topic. She revealed:

“Umm, No! but if I am worry because of unfamiliar topic I will ask my friends like “what does it mean?” **(Ss4-F3-I)**

Moreover, the content of asking was also about the main idea in a whole material. It was like what M3 did in listening class. He said, “Umm ask to friend. So, here I ask to my friend just asking the main idea of material” (Translated) taken from “*Umm.. tanya teman. Jadi disini aku Tanya teman sebatas main idea nya saja*” **(Ss4-M3-I)**. Besides, he also added that peer seeking that he did was when he must go forward for doing retelling section. In that case, he tried to think that not only him who felt the same condition as him. Then he (M3) explained:

“*Untuk mengurangi kecemasan saat retelling, ya mas? Umm.. biasanya menghela nafas dalam-dalam sih mas kalau mau maju kedepan, terus berfikir bahwa ada teman yang memiliki perasaan yang sama kayak cemas juga...*” **(Ss4-M3-I)**,

“To minimize my anxiety when I do retelling, right? Mr. Umm usually I take a deep breath first if I go forward, then I thought like this that there are some friends who have the same feeling like me, anxious too...”
(Translated)

In line with M3, to minimize anxiety M2 also did peer seeking by sharing the work to his friends. He stated:

“Well, before I come forward, actually I do sharing with my friends like “what do you get from the material, which part that I didn’t catch it and so on” **(Ss4-M2-I)**

Peer seeking particularly in form of talking or doing some discussions in listening class done by the students which also seen by the lecturer. Actually, for the lecturer, it allowed if the students did discussion as long as their talking not too loud and not indicated to disturb others. The lecturer explained:

“Yeah, sometimes! sometimes! I knew some of them Umm talk with their friends near with their seats. Umm but so far if they don’t disturb others, I just let them. But if they talk too long, of course I said to them to do not do that.” **(Ss4-L-I)**

Other hand, those above interview result in the point of peer seeking as strategy to minimize anxiety was in line with the result of observation through video (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). According to the video, it presented that the students both male and female students talked with their friends besides **(O7-Ss4-M-F)** and look around on their other friends during the listening class **(O3-Ss4-M-F)** see appendix 4.

Based on the above statement, almost all of students in listening class did peer seeking to minimize their listening anxiety based on some circumstances in listening class. They were such as listening to unfamiliar words, fast speed of speaker on the audio, when the lecturer was serious, unfamiliar pronunciation, retelling section, unfamiliar topic and when the material characterized as long duration audio. By implementing this strategy, they felt that their boring and anxiety, even they were more secure.

5) Resignation

The fifth strategy implemented by the students to minimize their listening anxiety was resignation. The form of resignation was in form of keeping silent and accepting any situation ahead. Furthermore, the students just flow the learning process. Even to avoid any hard moment, they preferred to be silent. This strategy needed in listening class for the students who experienced anxiety. In this finding, it was found that all of research subjects had resignation as strategy to minimize anxiety.

The resignation in form of silent can reduce the level of tension although was a bit which was done when the lecturer was strict in giving the instruction. It was in line with F1 statements. She explained:

“Kalau beliau tegas, saya lebih diem. Soalle kalau tak buat ngobrol sama temen malah tambah dimarahin kalau dosennya tahu, jadi lebih baik aku dengerin, ngerti tidak aku diem aja. disitu nanti, ketegananku berkurang sedikit sih, dan iya lebih tenang” (Ss5-F1-I).

“If she (lecturer) is strict, I prefer to be silent. Because, if I talk with my friends, the lecture will be angry if she

knows that, so better if I just listen to her, whether I understand or not I keep silent. If I am doing that, at least my tension is reduced a bit, and yeah! i feel more relax.”
(Translated)

F1 also added the duration when she was silent:

“Paling kalau diam gitu cuma 5 sampai 10 menit...”
(Ss5-F1-I) “Probably when I am silent just about 5 minutes to 10 minutes...” (Translated)

Different opinion with F1, F2 added the duration of keeping silent when the lecturer was strict in giving the instruction. She stated:

“Ya mas, eh tapi aku biasanya kalau beliau tegas seperti itu aku lebih banyak diam sih, karena kaget takut. Paling Cuma 1 sampai 2 menitan gitu sih jadi gak lama”
(Ss5-F2-I).

“Right, Mr. eh but I usually when she is strict like that I prefer more to be silent, because I am afraid. Maybe just 1 (one) until 2 (two) minutes, so not too long”
(Translated)

F1 and F2 statements were in line too with the experienced of Male student (M3). He support that when the lecturer was strict he just kept silent. He said:

“...Selain itu ya diam aja disaat beliau memberikan instruksi dengan tegas gitu” **(Ss5-M3-I).**

“...Besides, I just keep silent when she (lecturer) gives the instruction with strict way like that” (Translated)

Another circumstance was when the lecturer serious in giving the instruction. In this case, I order to minimize anxiety can be done by resignation in form of accepting the situation. As M1 stated:

“Kalau saya sih lebih pasrah aja mas. Menurut saya itu cara terbaik saya mengurangi kecemasan disaat dosennya tegas maupun serius saat mengajar.”
(Ss5-M1-I)

“For me, I just prefer to accept any situation. I think it is the best strategy for me to minimize my anxiety when the lecturer is either strict or even serious in teaching”
(Translated)

The point was when she (lecturer) serious, she would be more serious when she knew the students doing some talks. Hence, keeping silent was still better choice to minimize the anxiety because of serious lecturer. As what F3 revealed:

“Yeah, true! But eee lebih ke silent because if I talk with my friend and the lecturer know it she will eeee *semakin* serious with us” (Ss5-F3-I)

After listening to her (lecturer) instruction with serious way, better just accept any commands from her. It was same as accepting any situation ahead. The prove was stated in one of male student (M2) statement, he said:

“Yeah! then just do it as what lecturer wants to do. I will well prepare” (Ss5-M2-I).

The next circumstance was when the students listened to the fast of speakers' speech on audio. Resignation in form of being silent was very matter to improve the concentration. Even, just ignore around was the part of that way. Those statements were same as the experienced from one of female students (F2). She explained:

“Jadi aku upayanya tuh jadi lebih diem gitu disaat audionya cepet kayak lebih konsentrasi lagi kalau ditanya temen biasanya gak di gubris gitu soalnya disini tuh aku cari itu lho biasanya inti dari percakapannya mereka (audio) yang dibicarakan kana da penekanannya tuh, nah aku nyari itunya.” (Ss5-F2-I).

“So, I try to be more silent like that when the audio is fast, like I prefer to be more concentrated. Then, if my friends talk to me, I just ignore them because here I am looking for the main point of the speakers’ conversations. There is an emphasis on it, now I look for it.”
(Translated)

Form of resignation was also accepting the situation particularly when the audio was fast in speed. It could reduce the sense of laziness when student encountered that problem in listening class. As M3 stated:

“Malah.. males mendengarkan, mas kalau audionya cepet gitu. Dan lebih pasrah aja dengan keadaan, gitu.”
(Ss5-M3-I).

“Even.. I am lazy to listen, Mr. When the audio is fast like that, and I just accept that situation, like that.”
(Translated)

The last was when the students would face retelling section. They used resignation. It all done by Male students (M1, M3). First, Resignation used in form of accepting any situation ahead by prayers first. It proved by M1’s statement. He (M1) said:

“Kalau saya mungkin hanya Umm.. baca bismillah lagi mas. pasrahlah! Ntah apa yang akan terjadi ketika saya di depan..” **(Ss5-M1-I)**

“For me may be just Umm read *bismillah* again Mr. just accepting any situation! Like anything that will happen when I am in front of the class...” (Translated)

Second, resignation used by male student to avoid the moment of retelling. One of male students (M3) just kept silent so that the lecturer did not ask him to go forward. He (M3) said:

“...Bahkan agar tidak ditunjuk kedepan, untuk mengurangi cemas saya, saya diam aja” **(Ss5-M3-I).**

“...Even, so that I will not be pointed to come forward, to reduce my anxiety, I just keep silent, that’s it!”
(Translated)

From whole statements about resignation above the point of keeping silent actually had seen by the lecturer. Based on the online interview done to the lecturer, she (lecturer) said, “*Yes, they are all silent when I deliver the instruction*” (Ss5-L-I).

Other hand, those above interview result in the point of keeping silent as strategy to minimize anxiety was in line with the result of observation through video (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). According to the video, it presented that the students both male and female students were all silent when the audio was playing. They seemed doing concentration toward the material during the listening class (O5-Ss5-M-F) see appendix 4.

The above statements can be concluded that almost all students in listening class did resignation to minimize their listening anxiety. They did this strategy when their lecturer was strict and serious in teaching, when the students listened to fast speed of speaker, and when retelling section was started. Positively, after implementing resignation the students were not anxious again. They felt more relaxed.

6) Asking for repetition

The sixth strategy to minimize students’ anxiety was throwing questions to the lecturer. Shortly, the students needed to ask certain question to the lecturer when they encountered some difficulties in listening class. The difficulties were able to emerge the existence of anxiety in students if not solved as soon as possible. Hence, the

students should be more open and brave to ask any question to their lecturer. In this case, the question was just in form of asking repetition. According to the above statements, there were 5 of 6 research subjects stated that they asked repetition to their lecturer.

Asking for repetition actually done when the speech of the speaker was fast until the students cannot follow the sounds properly. As the result, the lecturer repeated the audio more than once so. It was similar as the statement stated by F1. She (F1) revealed:

“Biasanya aku meminta dosen untuk mengulangi biasanya 2 kali atau 3 kali, bukan aku saja tapi anak anak juga sih...” (Ss6-F1-I)

“Usually, I ask the lecturer in order to repeat the audio. Usually, twice or three times but it is not only me, others also do it...” (Translated)

F2 confirmed F1’s statement. She stated clearly that the repetition done until three times. She said:

“Iya, aku juga Tanya ke dosennya untuk mengulang. Kadang kalau umm apa namanya itu terlalu cepet, recordnya tu terlalu cepet kadang bisa sampai 3 kali pengulangan.” (Ss6-F2-I).

“Yeah, I also ask to the lecturer to repeat the audio. Sometimes, if Umm what is it? The audio is too fast, or the record is fast, sometimes the repetition can be three times.” (Translated)

Then, repetition also asked by the students when the audio material was so long (duration). The repetition was twice or three times. It was same as M1 statements. He said:

“Iya mas sempat, Bahkan, sering mas kalau Tanya ke dosen untuk mengulangi audionya. Biasanya bisa 2 sampai 3 kali mas.” (Ss6-M1-I).

“Yes ever, Mr. Even, it is often to do asking to the lecturer to repeat the audio. Usually, it takes twice or even three times. (Translated)

Moreover, M2 confirmed M1’s statements and added that the three repetitions were sufficient in listening class. He (M2) revealed:

“...I ask lecturer to do repetition. It perhaps is about eee 3 times. Moreover, I think it has been enough, because when the duration of audio listening is not too long or may be not too short, it is sufficient or enough and we have 3 times repetition.” (Ss6-M2-I).

Asking repetition toward long duration of audio also done by M3. He even added that if the lecturer accepted the request from the students to repeat the audio, he would be calm. He (M3) said:

“Nah, itu pernah Mas. setelah pemutaran section pertama selesai, saya pernah meminta dosen untuk memutar lagi audionya, gitu. Ya, lebih tenang mas, kalau dosen memutar beberapa kali gitu.” (Ss6-M3-I).

“Well, it is ever, Mr. after first repetition section is done, I ever ask to lecturer to repeat the audio, like that. And yeah, I feel calm, Mr. If the lecturer wanted to play the audio for several times, like that” (Translated)

Moreover, the repetition that requested by the students were accepted by their lecturer. The amount of repetition was in line with students’ statements above, that was three times. She said:

“...Yeah! Umm, at that time I played the audio about two times or even three times...” (Ss6-L-I)

Then, she explained in detailed:

“...I play it twice for example. After I play it twice, then I ask them like “how is it class? Can you catch up the material” and the mostly said “Not yet Mam, please play it once more!”. And sometimes Umm not sometimes yea! Umm sering malah yaa! But not always! I followed them, I followed what is it? I follow their wants. So I

play it three times. Actually, it should be twice but I followed them three times if I asked them like “can you catch up the material?” and again they said, “Not yet Mam, please play it once more!”. Then I followed their wishes ya, their wants, their asking...” **(Ss6-L-I)**.

She also strengthened her point that she never played the audio only once during listening class. She added:

“Once, they asked the repetition was only once! Because I tried to play the audio usually twice and I never played the audio was only once and always twice. Then the students asked one more, so it would be three times.” **(Ss6-L-I)**.

In addition, those above interview result in the point of repetition. Actually, it was in line with what physically seen from the result of observation through video in this research (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). It supported the statement that the lecturer offered repetition to the students after the first play. She said, “*Do you need repetition, class?*” and the students all both male and female responded, “*Yes!*” **(O6-Ss6-L-M-F)** see appendix 4.

From the above statements, it can be concluded that most of students in listening class asked repetition to their lecturer to minimize their anxiety. They did that because the audio was long and the speed of speakers was fast. The repetition was 3 times and it was already sufficient. As a result, they felt calm after the lecturer accepted their request about repetition.

7) Make a note

The seventh strategy used by the students to minimize listening anxiety was noting. Any important information related with listening class noted by the students on their paper or book. The existence of note was as guidance for the students so that they did not miss the points. Concerning to this strategy, all of research subjects always made some notes on the paper in listening class.

When F1 listened to unfamiliar topic, she always made some notes and by doing that, she felt calm and free from any obligation.

She revealed:

“...Pernah satu kali aku diam aja tapi aku tetep memikirkan “ini nanti jawabannya gimana”, lha gimana aku gak ngerti kok isinya. disisi lain pas diem aku kan bikin oret-oretan nah itu nanti tak obrolin sama temenku kayak garis besarnya gimana gitu. ya.. lebih tenang, karena sudah mendapatkan reng-reng an jawaban, udah merasa selesailah kewajibanku hari itu mengerjakan listening nya.” (Ss7-F1-I)

“...I have once I keep silent but I still think about the answer like how, it is done just because I have no idea about the material content. Besides, when I am silent I still make some notes which later it is used to discuss with my friends like the main point of the material and Yes, I feel calm, because I have gotten some notes, so I feel free from my tasks at that day in listening class.” (Translated)

In line with the case of unfamiliar topic, it made male student

(M1) also did take a note. He (M1) said:

“...Tapi saya walaupun gak terlalu menangkap maksud dari speaker nya sedikit-sedikit saya tetap mencatat di kertas kata-kata yang saya tangkap aja. panic saya berkurang dan saya lebih tenang, mas.” (Ss7-M1-I)

“...but although I don't get the intention of the speaker, little by little I keep notes on paper toward some words that I get it only. Then by doing that my panic was reduced and I feel more relaxed, Mr.” (Translated)

Moreover, still related with unfamiliar topic, M2 added the form of his way in taking a note and the feeling after took a note. He explained:

“So in my note there is always an introduction, then what is it ... event, or may be complication and resolution. Sometime I draw like rectangle- rectangle like that. This one is my strategy that I give the first box is for the introduction, when the speaker already said about the main event, so I draw another box and this is the other paragraph like that. Then, it's (anxiety) reduced and I feel more confident with myself after I draw like note. Because I can deliver it to my lecturer like “this is what I can hear and what I can understand it well” (Ss7-M2-I)

He (F2) also did taking a note when he listened to unfamiliar pronunciation. Particularly, when he listened to British accents he made some noted. He (M2) revealed the way to do taking a note:

“Yes, I make some notes, and targeting to know the words before and after I can't catch it Okay, so like this, might be I can't catch the word “water” but in British like “Wottha-wottha”. So I just guess what the missing word like be.” (Ss7-M2-I)

Take a note done also when the students listened to unfamiliar words and a long duration of audio. First was unfamiliar words, she (F2) explained:

“Umm.. buat aku yang buat catatan, buat ku itu bisa membantu apa, ingatan aku, jadi Umm kayak vocab baru langsung cepet ilang tuh dan sekali denger langsung lupa “tadi tuh bilangnye pa” gitu, itu kan udah lupa jadi bisa bantu aku buat mengingat lagi vocab baru itu, apa

namanya? Kata katanya apa gitu. aku lebih merasa relax” (Ss7-F2-I)

“Umm for me to make notes for me, it can help my memory. So, Umm like a new vocab immediately quickly lost it and once heard it immediately forgot “what had speaker said?” so, it was already forgotten, so by doing a note can help me to recall those new words like what the words are...” and yeah I feel more relaxed then” (Translated)

Second, she (F2) made some notes to reduce the feeling of boring because of long duration of audio. She revealed:

“Sempet, malah lebih banyak note nya kalau long duration kayak gitu. Aku tuh bisa nulis banyak gitu intinya” (Ss7-F2-I).

“I ever, even I get a lot of notes when I hear to long duration audio like that. Then, I can write many notes like that. And yeah, my boring is reduced then” (Translated)

In line with F2, F3 also did taking a note when the duration of material was so long. She (F3) said, “... *we still get the point if we make a note although the duration is long...*” (Ss7-F3-I). Moreover, she (F3) added when the speed used by speaker was fast, she also did some notes. She (F3) revealed, “*I still make a note when the speaker is too fast...*” (Ss7-F3-I).

On the other conditions, take a note also used by other male student (M3) when he would face retelling section. He said:

“...Dan aku lebih takutnya tuh kalau di retell nya. kemudian, menyiapkan poin-poin yang hendak di sampaikan. Jadi disini saya membuat catatan kecil.” (Ss7-M3-I)

“... and I am more fear if I am called to retell. Then, I prepare some points that I am going to deliver. In this case, I make just a short note.” (Translated)

M3 also added not only toward material he made note but also when his lecturer was delivering the instruction. It was like his (M3) statement below:

“...terus berusaha memperhatikan apa yang disampaikan beliau, dan selalu membuat catatan-catatan kecil tentang apa-apa yang dikatakan oleh beliau...” (Ss7-M3-I)
“...stay trying to keep attention on what she (lecturer) delivers, and I always make some notes dealing any points she said...” (Translated)

The form of note used by M3 was similar with mind mapping. M3 explained:

“Nah itu iya mas. jadi saya kayak buat mind mapping mencatat point-point nya saja, nanti penjabarannya terserah kita menyampaikan yang penting ada acuannya dari note gitu lah.” (Ss7-M3-I)
 That’s it, Mr. So I make the note like mind mapping, noting some points only, later the detail is up to us to deliver. The important thing is, I have the basis information from that notes. (Translated)

By making some notes, M3 stated his feeling. He said, “I am more relaxed, Umm it also help me to emerge the feeling of braveness, like that” (Translated) taken from *aku sih lebih relax mas, umm juga lebih memunculkan rasa keberanian gitu aja sih.” (Ss7-M3-I)*. Even his anxiety minimized. He stated, “Yes! My anxiety is minimized, Mr. if I have a note” taken from *“Ya! Berkurang kecemasan saya, mas kalau sudah punya catatan.” (Ss7-M3-I)*

Making a note during listening class actually allowed for the students. Even, the lecturer let them do that. According to interview with the lecturer done through online calling, she (lecturer) confirmed:

“Yes! Yes! Because I let them to take a note. Okay, so when the audio was played, I let them and allowed them to make a note on their paper. Yes! I let them!”

(Ss7-L-I).

Moreover, the above interview result dealing with making a note as strategy to minimize anxiety was in line with the result of observation through video (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). According to the video, it showed that the students wrote the task on their paper both male and female students during the listening class **(O1-Ss7-M-F)** see appendix 4.

To sum up, almost all of students in listening class made a note to minimize their listening when they listened to unfamiliar topic, unfamiliar words, long duration audio, fast speed of the speaker, retelling section, and lecturer instruction section. If the students made some notes even clear and detail, they would feel calm, less panic, less boring, more confident, and brave following the class.

8) Open dictionary

Dictionary used by the students in case to find any strange words and meaning found from the audio. The form of dictionary was an application installed on the smartphone. Moreover, the existence of dictionary used to minimize students' listening anxiety when they found unfamiliar words and needed to know about the meaning of the words. In this research, there were 3 of 6 research subjects who implemented this strategy.

In order to find the meaning of the words, M1 opened his dictionary. After he got what he wanted, he also stated the effect of doing that. He (M1) said:

“...Selain itu saya biasanya kamus mas untuk mencari arti dari kata-kata yang tidak saya tahu. Dari situ saya lebih tenang.” (Ss8-M1-I)

“... Besides that, I usually open my dictionary to get the meaning of some words that I do not know the meaning yet. From doing that, I feel more relaxed.” (Translated)

In line with M1, other male student (M2) explained his way in opening the dictionary when he did not know the meaning of the words he heard. He revealed:

“I just what is it... write it down in my note. Then, try to combine as I can and only the familiar words I go to dictionary.” (Ss8-M2-I)

M2 also added his feeling after taking dictionary and got the meaning of the unfamiliar words he heard:

“Yes of course. It will be reduced my anxiety if I meet with unfamiliar words because the topic is so unfamiliar for ears and my brain to catch “what is the main idea of this story like that” I can directly open the dictionary, then I find “ohh that’s the meaning”. So that’s why I can understand it. My worry is perfectly reduced!”
(Ss8-M2-I)

In addition, to minimize the confusion that categorized as one of some anxiety symptoms, M3 opened the dictionary to minimize his confusion. He confirmed:

“...Umm.. biasa sih tapi ya itu langsung buka kamus, mencari di kamus saat menemui kata-kata sulit. Iya ada efeknya mas, jadi berkurang bingungnya.” (Ss8-M3-I)

“Umm usually I directly open the dictionary, find the words from the dictionary when I listened to difficult

words. And yes, there is an effect, my confusion is reduced” (Translated)

Checking words’ meaning to the dictionary was allowed in listening class. There was no strict rule for the students to do not use it to find the meaning of the difficult words they listened on. Even, the lecturer had allowed the students to be free to check any unfamiliar words they had listened from the audio. She realized that the students might feel difficult toward the material which unpopular, so she allowed students to open the dictionary. It seemed as her (lecturer) statements below:

“Oh yeah, I allowed them doing that. Because to check the meaning and if I am too strict to them like forbidden to use the phone, Ahh it will be very difficult for them to catch up the material. So, Okay, so you may open your dictionary, you may open your cellphone to check the dictionary. But, I am sure that they can’t find the material because it is so rare, it is not popular material if they try to find or browse in the Google. It’s actually so rare, and the contents were about the Myth, legend, and even fairy tale, like that.” **(Ss8-L-I)**

Furthermore, those above interview result was in line with the result of observation through video (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). According to the video, it showed that mostly male students turned on their phone indicated that they used that to find something related with the material during the listening class **(O4-Ss8-M)** see appendix 4.

The statements above can be concluded that only male students who usually opened the dictionary to minimize their anxiety. Male

students opened the dictionary when they listened to unfamiliar words. As the result, their anxiety was reduced and they felt more relaxed, nor worry and confused.

9) **Comforting body**

The next effort used by the students to minimize their anxiety was comforting their body. Back to one of the anxiety causes that most of research subjects stated heat class condition could distract their concentration in listening class. Consequently, they were uncomfortable in listening class because difficult to concentrate toward the material. Therefore, they fanned themselves to return their comfortable body. Dealing with this strategy, this research found 4 of 6 research subjects implemented this strategy to get comfort again.

Heat class could disturb student's concentration in listening class. Hence, the first step to return it by fan the body. It seemed as F1's statement:

“jelas mempengaruhi konsentrasi saya, jadi lebih fokus ke “sumuk” nya. Akhirnya kipas kipas pakai buku, untuk mengurangi sumuknya” (Ss9-F1-I).

“Of course, it influences my concentration. The condition makes me more focus on my heat body. Finally, I take my book as fan, to reduce the heat of my body”
(Translated)

In line with F1, M1 confirmed the form of fan was a book. Moreover, by doing fan to the body was comfortable again and the concentration returned. M1 explained:

“ya, yang jelas ruangan jadi terasa panas, mas. dan jadi tidak nyaman pas kelas listening itu. Selain itu,

ngurangin konsentrasi saya dalam menangkap materi di kelas listening, mas itu mas. Umm apa? Kipas-kipas pakai buku gitu. Itu nanti bisa membuat saya nyaman kembali.” (Ss9-M1-I)

“Yes, the fix thing is that the room is heat, Mr. Then I feel uncomfortable in listening class. Besides, it can reduce my concentration in catching up the material in listening class, like that Mr. After that, umm what is it?, Fan body by book like that. Then, it can make me comfortable again.” (Translated)

Same as above statements, M2 revealed:

“Oh yeah, I just fan myself with my book. I feel more comfortable then I can focus back to the listening class like concentration again.” (Ss9-M2-I).

Fan with book also done by M3 in order to be more comfortable in listening class and return the concentration. He revealed:

“Umm.. nah pas kondisi kayak gitu saya langsung pakai kipasan manual, gitu. Jadi ambil buku untuk kipas-kipasan. ya sedikit lebih nyaman dan membalikan konsentrasi saya kalau perlahan menjadi nyaman lagi.” (Ss9-M3-I)

“Umm well when the condition was like that (heat room) directly I take the manual fan. I take book to fan my body. I feel a bit more comfortable and it returns my concentration slowly to become comfortable again.” (Translated)

Based on the above descriptions, some of students in listening class fanned their body with book when the class was heat. It was aimed to return their comforts and automatically to return the concentration. However, male students were the most students who used this strategy to increase their concentration. After they fanned their body, they felt more comfortable and easy to concentrate again.

10) Skipping the missing points

Another strategy to minimize students' anxiety in listening class that done by skipping the missing points or information spoken by the speaker. Due to a lot of points or contents in material made the students difficult to understand one sentences to others. Hence, they just skipped the points that they had not heard well and continued to the left information. Then, they just focused on the points that they had got and combined that became logic as they could. The finding of this research revealed 5 of 6 research subjects implemented this strategy.

Skipping point done when the student listened to the speaker with fast speed. However, it was rare to do that. She (F2) said, "Umm sometimes I skip some points that I miss like that" (Translated) taken from *Umm terkadang aku meng skip beberapa poin yang aku miss gitu* (Ss10-F2-I). Another female student (F3) also added the detail of point that she concerned on, she revealed, "...and take the main idea only" (Ss10-F3-I). Moreover, the effect after skipping the points could reduce the one of anxiety symptoms that was worry. It seemed as F3's statement. She explained:

"... if I ummm ketinggalan (missing) the points I will leave that points and focus on the next topic...." Yeah! It can reduce my worry. But if I only focus on my umm ketinggalan (missing), it will make me more blank!" (Ss10-F3-I).

Regarding above statements, M1 also had same way to minimize the anxiety and reached the feeling of calm. He (M1) said:

“...Namun biasanya saya tidak focus ke kata-kata sulit itu mas, jadi saya lewati begitu saja. Dari situ saya lebih tenang.” (Ss10-M1-I) “...However, usually I don’t take a focus on the difficulties words, so I just skip that. From doing that, I feel more relaxed.” (Translated)

In case of the process of skipping the missing points had explained too by M2 in order to minimize his confusion because the material was long duration sometimes. He stated:

“...I try to connect and focus with the other topic rather than the only topic that we already miss about it. yes, and there are so many sentences, because often the speaker uses a long material and the duration is also long. If I can understand about the dialogue in first paragraph then I try to connect it well to the next paragraph. Then I try to combine it what does it mean. And to minimize my confusion and anxiety I more prefer to focus on the interesting paragraph rather than repetition.” (Ss10-M2-I).

In addition, M3 also used skipping difficult points in form of difficult words spoken by the speaker through audio and focused on the following information. He believed that later those unfamiliar words answered by themselves. He explained:

“Umm... itu! Saya skip kata-kata yang tak anggap sulit tapi sebisa mungkin saya catat di note dan focus pada kata-kata berikutnya. pada akhirnya nanti kata-kata sulit tersebut akan terjawab sendiri, gitu seiring alurnya cerita. Ya lebih tenang kan dah ada di catatan juga.” (Ss10-M3-I).

“Umm that! I skip the words that I consider it is difficult one, as I can I make a note and focus on the following words. At last, later those difficult words be answered, that is how the story goes. And yeah, I feel more relaxed because I also had made some notes too.” (Translated)

In other side, after the task was submitted to the lecturer, the lecturer found that the students less in some points. She (lecturer) believed that the students sometimes missed some information of the material. Even, they did not get the main idea of the material. To prove those statements, she said:

“Yeah, That is true! Sometimes! Yes sometimes they skip some words and even miss to the main point of the story, sometimes” **Ss10-L-I**

She also added what she had to do in each meeting on her instruction before the audio played and played again. She sometimes broke the time to give some questions to the students when the class was still going on. She explained the details:

“That is why, before I played the audio again and again I gave the instruction “So, Class! It is about (for example) to retell the story that’s it!” then different moment I said “it is about the main idea of the story (sometimes)” and then sometimes in other different moment I said, “what’s the moral value? (sometimes)” and the other moment I said I asked them “what is the main idea and the moral value of the story?” and different occasion I asked, “how many characters of the story and who are the characters of the story (sometimes)?”. So, in each meeting, I give the different instruction and I give the instruction before the audio was played.” **Ss10-L-I**

Other hand, those above interview results in the point of lecturer’s instruction in the middle of class was in line with the result of observation through video (recorded in October 17, 2019 on Thursday at 1 pm – 2.40 pm). According to the video, it showed that the lecturer broke the class in the middle moment before playing the audio again. She said to the students, “*what is the title of the*

audio...?” Then the students answered together, “*Katy and the Stray dogs, Mam*” (O2-Ss10-L) see appendix 4.

Understanding the above statements, most of students in listening class skipped the difficult information spoken by the speakers. They did to minimize their worry and confusions. Mostly, the students applied this strategy when they listened to fast speed of speaker, long duration of material, and unfamiliar words spoken by the speaker through the audio speaker. As a result, they felt more relaxed, and no worry again.

11) Self-entertainment

The last strategy was random. It meant the form of means to make the students relaxed in listening class and to minimize their anxiety done by doing what they wanted. The purpose was to make self-entertainment. So that the students could learn very enjoy in the classroom. According to the above descriptions, the researcher found 3 of 6 research subjects did certain activity to reduce their anxiety.

In order to minimize the anxiety, male students (M1 and M2) drawn something on their paper in order to minimize their anxiety symptoms in listening class. First M1 stated that he did drawing when encountering some conditions such as below:

“Untuk mengurangi perasaan tersebut (takut, bingung, panic, cemas) karena kata-kata sulit ya caranya kayak menggambar-gambar, dari situ saya lebih tenang.”
(Ss11-M1-I)

“To reduce those feelings (fear, confused, panic, and worry) because of the difficult words, I did drawing, from that I feel more relaxed” (Translated)

He (M1) did that when he faced unfamiliar topic, he said:

“For me usually drawing on the paper like that, Mr. and that can be able to reduce my panic when I have no idea about the material” (Translated)

“Kalau saya biasanya menggambar-gambar di kertas gitu mas dan itu bisa mengurangi kepanikan saya kalau pas tidak tau maksud dari materinya...” (Ss11-M1-I).

He (M1) added and strengthened the previous statements. He said, “Like before, drawing to reduce my boring when the duration is long” (Translated) taken from *“Yaa kayak awal tadi mas, nggambar-nggambar untuk mengurangi bosannya karena durasi yang panjang itu” (Ss11-M1-I).*

In line with M1, drawing was one of M2’s strategies to reduce his fear and confusion but in case of unfamiliar pronunciation. He (M2) revealed:

“Kalau dah dengerin accents yang gak dikenali, Saya langsung ambil kertas dan mulai menggambar-gambar. ada efeknya, ya lebih berkurang takut dan bingungnya.” (Ss11-M2-I)

“When I already listen to the accents that unfamiliar for me, I immediately take a paper and start to draw it. It gives the effects such as my fear and confuse are reduced.” (Translated)

In addition, other strategy to entertain own self was in form of playing with phone. When the duration considered as long duration, M3 took a phone and played it. He said, “If the duration long, what is it? Umm I play my phone, and it can reduce my boring” (Translated) taken from *“kalau long duration ya? Anu.. apa itu? Ummm main hp, gitu sangat bisa ngurangin ke boring an saya.” (Ss11-M3-I)*

Based on the above statements, only male students usually entertained themselves to minimize their listening anxiety in listening class. The forms of self-entertainment were such as, drawing on the paper, and playing the phone. Male students did this strategy when they encountered long duration audio, unfamiliar words, unfamiliar pronunciation, and unfamiliar topic. By doing that, their boring, fear, and confused were reduced instead they felt more relaxed.

B. Research Findings

Based on the result of online in-depth interview and observation through video to the research subjects of the research, the researcher presents the findings of the research. The followings are the findings of the research that divided into two findings:

1. Finding on the Causes of listening Anxiety in Instructional Listening Class that were encountered by Male and Female English Education Department students of the fifth semester in IAIN Tulungagung.

This part presented the research findings found by researcher through online in-depth interview and observation through video. It related to the causes of listening anxiety in instructional listening class. After the researcher investigated the causes of listening anxiety in that class, the researcher obtained the needed data.

Based on the result of online in-depth interview and observation through video, the researcher found similar even same

answers among the six selected research subjects toward the causes of listening anxiety done in instructional listening class. From the students' answers, the researcher could state that those six selected students (F1, F2, F3, M1, M2, and M3) experienced the causes of listening anxiety. Actually, in fifth semester the class of listening activities were not only listening and writing as the previous semester, however the students must go forward to retell by their own word about what they had listened. Even, the lecturer dealt that listening in fifth semester listening class activity must involve with speaking activity because listening, writing and speaker were integrated each other. Moreover, it was because students' material level already advanced too namely "The Extensive Listening and Literary Appreciation".

By understanding on that class setting, the students revealed that the causes of listening anxiety in instructional listening class were (1) students' self-efficacy, (2) strict lecturer, (3) serious lecturer, (4) unfamiliar topic, (5) unfamiliar words, (6) speed speech, (7) unfamiliar pronunciation, (8) low quality of the media audio, (9) long duration audio, (10) class condition, and (11) retelling. The findings on the causes of listening anxiety in instructional listening class summarized in the Table 4.1 below:

Table 4.1 The Summary of the Causes of Listening Anxiety in Instructional Listening Class

No	The Causes of Listening Anxiety	Subjects of the Study					
		F1	F2	F3	M1	M2	M3
1	Students' self-efficacy,	√	√	√	√	-	-
2	Strict lecturer	√	√	-	√	-	√
3	Serious lecturer	√	-	√	√	√	√
4	Unfamiliar topic	√	√	√	√	√	√
5	Unfamiliar words	√	√	√	√	√	√
6	Speed speech	√	√	√	√	√	√
7	Unfamiliar pronunciation	√	√	√	√	√	√
8	Low quality of the audio media	√	-	√	-	√	√
9	Long duration audio	√	√	√	√	√	√
10	Class condition	√	-	-	√	√	√
11	Retelling	√	√	-	√	√	√

2. Finding on the Strategies used to minimize listening anxiety by Male and Female English Education Department students of the fifth semester in IAIN Tulungagung

This part dealt with the finding on the students' strategies to minimize their listening anxiety during instructional listening class. In order to become successful language learners particularly in listening, the students needed several strategies to minimize their listening anxiety. Based on the findings of this research, it found that the students had various strategies in minimizing their listening anxiety.

The subjects of this research revealed that all of their strategies could help them from negative feelings during in the classroom. There were twelve strategies implemented by the students to minimize their listening anxiety, such as (1) preparation, (2) relaxation, (3) positive thinking, (4) peer seeking, (5) resignation, (6) asking for repetition, (7), make a note, (8) open dictionary, (9) comforting body, (10)

skipping the missing points, and (11) self-entertainment. Those strategies used by students with different frequencies and based on certain circumstances or conditions faced by them in listening class. It meant there were some of those strategies used by all of the students, almost all of the students, most of them, and even only some of them. Furthermore, those strategies could influence students' performance in the classroom. The findings on the strategies to minimize listening anxiety in instructional listening class employed by the students summarized in the Table 4.2 below:

Table 4.2 The Summary of the Strategies to minimize Listening Anxiety in Instructional Listening Class

No	The Strategies to Minimize Listening Anxiety	Subjects of the Study					
		F1	F2	F3	M1	M2	M3
1	Preparation	√	√	√	√	√	√
2	Relaxation	-	√	√	√	√	√
3	Positive thinking	-	-	√	√	√	√
4	Peer seeking	√	√	√	√	√	√
5	Resignation	√	√	√	√	√	√
6	Asking for repetition	√	√	-	√	√	√
7	Make a note	√	√	√	√	√	√
8	Open dictionary	-	-	-	√	√	√
9	Comforting body	√	-	-	√	√	√
10	Skipping the missing points	-	√	√	√	√	√
11	Self-entertainment	-	-	-	√	√	√