

CHAPTER V

RESEARCH DISCUSSION

This chapter presents the discussion of the researcher in interpreting the research finding related to the theories. The discussion concerns on the results of findings formulated in research questions.

A. 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.

Based on the result of research finding done by doing online in-depth interview and observation through video, it was found that male and female students had almost the same experiences when they were participating during instructional listening class. It occurred when they listened to the audio in various circumstances such as unfamiliar topic, unfamiliar words, unfamiliar pronunciations of the speakers, characteristics of lecturer, quality of the media, classroom conditions and so on.

Those were the elements existed in listening class, which could be the reasons that listening class was challenging sometimes was a challenging skill learned. In line with the above statements, Zahro' (2018) reveals that the difficulties experienced by most of learners in listening class because the learners have limited vocabulary or dictions, fast to be bored due to long duration of audio and short time working for students, and speakers' speed and accents. As a result, the students felt foreign language problem particularly foreign language

anxiety. It can be seen from the students' act indicated anxiety symptoms in listening class due to the listening difficulties encountered by them. Prastiyowati (2019) states that the factors of listening anxiety encountered by EFL learners are from teachers' factor, students' factor, listening material, and listening process.

Before conducting this present research, it was found that it found six selected students both three females and three males experienced anxiety symptoms. It believed that different gender could show different anxiety level in learning. Particularly, female students were more anxious than male in learning EFL. According to Jafarigohar and Behroozina (2012) reveal that male Iranian students are considered as less concerned one than females in facing language difficulty, as a result, female students refer to be more anxious rather than the male students. Hence, in the present research, the researcher tried to describe another area of anxiety that was cause of students' anxiety. There were eleven anxiety causes in listening class experienced by the students (both male and female) found in this research such as; (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 material, (10) class condition, and (11) retelling.

The first cause of listening anxiety was students' self-efficacy. Self-efficacy is defined as the opinion of the students before they had to enter the listening class. Usually, the students' low self-efficacy was emerged just because they thought that they wear low skill than others. It was suited with Price (1991) that anxious students believed that their language skill were weaker than others. Mostly, the students thought that they would encounter some hard experiences in listening class later although meanwhile the class did not start yet. Consequently, they felt anxious. It was in line with Vogely as quoted in Pan (2016) as the cause of listening anxiety, self-efficacy referred to how the students view the listening process which usually they are low in confidence due to they are fast to give up and accept that English is a hard major to learn, hence they feel anxious.

The second cause of listening anxiety was from the lecturer's characteristic in giving the instruction, namely strict lecturing. The lecturer is too concern to an original exactly rules or activities in class without understanding more on students' condition. The above statement was explained also by Agustiana (2019) an effort to improve the comprehension of listening, teachers should understand the difficulties experienced by the students in listening first. Actually, every lecturer has own way to teach the students, but sometimes his/her way in teaching can emerge anxiety on students' feeling. It was in line with what happened in instructional listening class of the fifth

semester in IAIN Tulungagung. Most of the students both male and female stated that they were mostly anxious when their lecturer was strict and too procedural in delivering the instruction. In detail, the lecturer was too procedural in teaching although the students believed that she (lecturer) had good intention for better learning process so that the students could learn based on the objectives of class course outline. This cause of anxiety was in line with Vogely as quoted in Pan (2016) that teacher's attitude towards students' mistakes in listening is related to the emergence of foreign language anxiety due to teachers are too strict about the students' mistakes, consequently the students will be afraid of making mistakes and anxious in the listening process.

The third cause of listening anxiety is still the lecturer way in teaching the students, namely serious lecturer. Almost similar with the second cause of anxiety or strict lecturer, but the term serious lecturer in this case referred to not joking or playful in mood or manner in teaching. This lecturer's character was emerged in instructional listening class of the fifth semester in IAIN Tulungagung. The lecturer was mostly not cheerful then she was serious just in certain situation when the students made some noise in class or having a trouble like not keeping attention toward lecturer's speech in front of the class. Moreover, almost all of students both male and female felt that their lecturer was serious enough in teaching. As the result of finding, they felt worry, confuse, fear, and even panic when their lecture was serious

in listening class. Consequently, the students were fear to make any mistakes for more. The above statement was supported by the statement of Vogely as quoted in Pan (2016) teacher's personality can be a factor that emerges students' anxiety too particularly serious characteristic may give the students some pressures in listening class.

The fourth cause of listening anxiety is unfamiliar topic given by the lecturer to the students in the classroom. Based on the finding of this research, the topic used and listened by the students were strange or very new for all of research subjects both male and female students. There particular because the material used was western theme which has never been heard before. The stories that was found as result of this research were from China, Russian, Vietnam, and Deutsch. Knowing that, the students must listen very carefully toward the audio. Consequently, lecturer policy in determining the material would affect students' anxiety. In line with the above statements, Vogely as quoted in Pan (2016) supports that a teacher is obligated to prepare the whole material for students in the listening class and the lesson plan but teachers' choice of what to listen to may affect students' anxiety in the listening process.

The fifth causes of listening anxiety was unfamiliar words listened by the students through the audio. Lack of diction or vocabularies in listening class brought the challenges in learning particularly listening to the western topic. The students demanded to

get the idea of the audio material but one of the keys to do that done by recognizing several words. Based on the finding, all of the research subjects were lack in vocabularies. Consequently, they all are anxious indicated by some symptoms such as nervous, worry, palpitation, confused, distress, panic and fear. The statement was suited with Hang (2006) that in listening class one of the difficulties to comprehend the text is that students are lack with unfamiliar words and they do not know the meaning of the words. Besides, unfamiliar vocabulary and fast text are two main apprehensions of the students' anxiety (Prastiyowati: 2019). As a result, the students get anxious because they are distracted with the demands of words meaning. As Hang's statement, he states that many of the students indicated that unfamiliar words elevated their anxiety because the strange words cause them to stop concentrating and thinking about its meaning (Hang: 2006).

The sixth cause of listening anxiety is speed of the speaker delivered the material through the audio. Regarding with the finding of the research, all of the research subjects both male and female students agreed that the material speed used in listening class mostly fast. They were uneasy to follow the speaker speech. Consequently, the idea of the material did not well catch up by the students and they are were worry, confused, fear, panic, and boring. It was suitable with the statement of Hang (2006) that most of students stated that the speed used by speaker in spoken text can provoke the emergence of listening

anxiety. So the speed of the speakers was average meant that the students could follow easily the audio and no more anxious. Although, the speed of audio is normal, the students mostly are anxious automatically. Prastiyowati (2019) supports that the anxiety come up even if the text is played in normal speed, but the learners thought that the text seems to be fast. With the pace, they still are not able to catch the words that come to their ears, and consequently they feel anxious.

The seventh cause of listening anxiety was unfamiliar pronunciation used by the speakers to deliver the conversation of passage. It was found from the result of this research that all of the research subjects both male and female students uttered that they experienced anxiety because of the unfamiliar pronunciation spoken by speaker trough audio in listening class. Consequently, they were such as worry panic, confused, distress, hard to concentrated, fear and frustrated. The above statement was also explained by Hasan (2000) that the problems causing listening anxiety were missing parts of the text, not recognizing words, unclear pronunciation, and the rapid speech rate. In line with Hasan, Vogely quoted in Pan (2016) supports that the unfamiliar accent used by the speaker can increase the emergence of listening anxiety and it is a hard task for EFL students comprehending the native speaker accent especially when they face authentic listening passage, the feel difficult to understand speaker

intention. In short, the finding about unfamiliar pronunciation as one of anxiety causes in listening class clarified to the previous theories.

The eight cause of listening anxiety is from the audio media used in listening class. Based on the finding of the research, it was found that not only the material or lecturer way in teaching however also the audio media used in listening class influenced the students' anxiety. The low quality of the audio media made most of the students difficult to catch up the listening passages. It happened because the audio was unclear. Consequently, they felt worry and no enthusiasm to follow the class like uncomfortable again. Agustiana (2019) supports that poor audio quality will certainly disrupt the concentration of students in listening due to student discomfort caused by the quality of the bad audio. The existence of clear and good quality of audio in listening class is a matter. However, not all institution has a good quality. Then, it results unclear and noise sounds when the material is playing. It is in line with Vogely's statement as quoted in Pan (2016) that actually not every school equipped with multimedia facilities in which the voice quality is not clear, but when old listening equipment is used and echo or any noise on the recording occurs, anxiety experienced by the students.

The ninth cause of listening anxiety is from the length of audio material. As what found in this research, all of students both male and female students experienced anxiety case because of long duration of

material delivered by speaker through audio media in listening class. Consequently, they felt worry, boring, and confused even boring as the dominant feeling of them. Hasan (2000) supports the above statement that the length of the oral text makes students bored and interferes with their concentration in listening even it can affects students' understanding of listening material. If the lecturer always provides the long duration of listening material, not only make students boring but also losing the concentration. It was supported by Hamouda (2013) that the length of the notion of an oral text is one of the main difficulties for listeners because they can lose focus on listening due to having to listen to long texts

The tenth cause of listening anxiety is the condition of the class. Regarding to the finding of this research, the researcher found that mostly male students felt discomfort because of the heat temperature of room. It was in line with Anandari (2015) that there are three causes of foreign language anxiety among others are fear, shyness, and feeling of discomfort. In addition, the students with discomfort condition would tend to be easy losing the concentration in learning. Vogely quoted in Pan (2016) supports that the cause of anxiety is from learners' physical surroundings, such as a too hot or too cold room particularly when a room is too noisy, lacks oxygen or is small and cramped consequently, one of the effects of environmental distraction can suddenly make students' concentration gone.

The last cause of listening anxiety is the class procedure. In certain level, to enhance students' comprehension on the material, the lecturer sometimes asks them randomly to do retelling after listening and make the summary of what has they heard. It was suited with Renandya (2011) that one excellent way of providing our students with a lot of listening practice is through Extensive listening where students are encouraged to listen to a huge amount of interesting and comprehensible material. Renandya adds that in procedure, the teacher asks the students to take turns telling and checking the main points of what they have just heard. That case was in line with this research. The researcher found that retelling was the last part of the listening class activities to make sure the students' comprehension toward the audio that have already been listened. In the process of retelling, the students must come forward and tell the idea of the material impromptu or spontaneously and no text. In fact, in recent years teaching integrated skills particularly listening and speaking in one meeting is popular nowadays. It was explained also by Richard (2008) revealed that courses in listening and speaking skills have a prominent place in language teaching programs around the world today. In same case, when listening and speaking are integrated in one lesson, the students are mostly more anxious because they have to master oral and aural skill. It is supported by Horwitz and Cope as quoted in Xu (2013) states that classroom activities like speaking and listening prove to be

most anxiety provoking and problematic for foreign language learners. Based on the result of finding, mostly male students felt anxious when retelling section than female students. However it was different, according to Mohtasham and Farnia (2017) the level of females' anxiety was significantly higher than males in impromptu speaking activities.

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

Based on the above sub-heading discussing about causes of listening anxiety during instructional listening class both male and female students needed strategies to minimize it in order to reach a successful learning. This study reveals that there are some strategies employed by the student to minimize their anxiety, namely (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.

The first strategy in order to minimize listening anxiety was preparation. Regarding with finding of this research, all male and female students prepared anything to be ready before entering the listening class. Without having preparation, they were anxious to enter the classroom because they mostly thought that their listening skill was

low. The forms of preparation that most of students in this research did were listening to the music and watching movie containing English background. This point was supported with Agustiana (2019) that in order to minimize anxiety can be done by improving listening skill includes listening to English-language songs, watching English video, E-learning via cassette or CD, and listening to foreign radio channel. Moreover, the aim of preparation is to increase the students' skill in listening or English subject and automatically students' anxiety is minimized. According to Kondo and Ying-Ling (2004) adds preparation refers to attempt at controlling the impending threat by improving learning and study strategies (studying hard, trying to obtain good summaries of lecture notes) to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

The second strategy found in this research was relaxation. Almost all male and female students implied this strategy to minimize their listening anxiety. The forms of relaxation were taking a deep breath and calm down when encountering some difficulties in listening class. By doing that, anxiety can be minimized and the students were more relaxed also calm to follow any situation in the classroom. In line with the finding above, according to Kondo and Ying-Ling (2004) supports that relaxation involves tactics that aim at reducing "somatic anxiety symptoms" which the students can do taking deep breath and

trying to be calm down on the situations that the students face it. In addition, Fajkowska, M., et al, (2018) adds the term of somatic anxiety is some anxiety symptoms referred to trembling hands, palpitations, sweating, gastric problems, shortening breath, and even actual threat.

The third strategy to minimize listening anxiety found in this research was positive thinking. The finding of this research revealed that male students mostly implemented this strategy than female. Generally, being positive in learning foreign language is important because it can help students to manage well their emotion and far from being negative thinking in class. It is suited with Faizah (2017) that positive thinking emphasizes the need to control negative emotion because the negative emotion may block the cognitive process. Moreover, after positive thinking help students to manage their emotion, it also helps students to reduce their level of anxiety. It is also explained by Kondo and Ying-Ling (2004) engage that in this case, students with positive thought imagine one-self to give a great performance and try to enjoy the feeling of tension also it intended to divert attention from stressful situation to positive and pleasant cues, and bring relief to the anxious student. In line with the term of taking a deep breath, Oxford as quoted in Hang (2006) supports that deep breathing, listening to the music, and positive affirmation should be used to reduce anxiety before or during listening anxiety.

The fourth strategy to minimize listening anxiety done by students is peer seeking. The finding of this research showed that the forms of peer seeking experienced by all female and male students such as sharing experience, sharing some information, or even just thinking or realize that not only the individual who had the same problem. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison (Kondo and Ying-Ling: 2004). In listening class, the students did peer seeking only when they encountered some circumstances or difficulties in listening class. Those were listening to unfamiliar words, fast speed of speaker on the audio, unfamiliar pronunciation, unfamiliar topic and so on. They just talk or discuss mostly about the same problems with their friends in one table. Based on the above statement, it was suited with Faizah (2017) reveals that peer seeking conducted for anxious learners to realize that there are others who have the same problem may serve as source of emotional regulation by social comparison then the learners can share their experiences and strategies with their learning partner.

The fifth strategy to minimize listening anxiety is resignation. Based on the result of this research, all of male and female students implemented this strategy to minimize their anxiety in listening class. The forms of resignation found in this research was keeping silent or ignorance around to maintain concentration to the material and

accepting any situation ahead. This strategy was important for the students because they could get some calm situation and more relaxed doing the task from the lecturer. It was a little bit different with Faizah (2017) that resignation can be in forms of giving up, stopping to pay attention, accepting the situation, stopping to make any effort, and sleep. Comparing between the previous theory and this research are completed each other. Although, the students accepted the situation to minimize anxiety in this research but they still do some efforts like noting.

The sixth strategy to minimize anxiety is asking for repetition. As what had found in this research, all male and female students delivered to the lecturer to repeat the audio. They asked the repetition when mostly they listened to long duration material and it made them anxious. Fortunately, the repetition found in this research was 3 times and it was already sufficient for the students. It was in line with Agustiana (2019) the chance of repeating audio playback is at high level because students have difficulty understanding oral English text if they are given only one-time listening. However, the only person who has the policy to repeat the audio is lecturer. As the statement of Hamouda (2013) that in the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Therefore, the students should bravely ask to the lecturer to repeat the audio so that they can get well understanding about the

idea of the listening content and the lecturer should accept students' asking. The above statement is supported by Hang (2006) that the teacher should give the students chances to understand the listening material by playing the recorder more until they get the idea of the content. When listeners have more successful experiences of comprehensible input they will become more confident in themselves (Hang: 2006).

The seventh strategy found in this research making a note. Based on the research finding, it was found that all male and female students prepared paper or book and pen to make a note toward the spoken text in listening class. For them, note was important because they could be more confident to perform their task in front of the class if they were chosen to do retelling. It was suited as statement from Vogely (1998) taking notes while listening was considered effective for some, while others felt that being able to answer questions in English would counterbalance the anxiety they experienced when they lacked adequate target language to express what they actually comprehended. When the students have sufficient information that has already noted in their paper, they will be more confident and no anxious again. It was also explained by Xu (2013) that making a note is in categorized as one of cognitive strategies used by students to minimize anxiety by taking notes of an event with the key words like

the time, the person, and the process even using abbreviated verbal, numeral, or graphic forms to take notes.

The eighth strategy in order to minimize the existence of anxiety in listening class was open the dictionary. In this case, the function of dictionary is to check the meaning of the unfamiliar words heard by the students. In comprehending the whole intention of spoken text, it is started from recognizing the meaning of the words to get correct interpretation to the spoken text. This statement was suited with Asmawati & Darti (2017) state that when the students are listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning that words. Concerning to the finding of this research, it was found that when the students listened to unfamiliar words, automatically they would be confused and worry hence they just tried to open their dictionary from their smartphone to find the meaning of the unfamiliar words. Kurnia (2007) supports that when the students listen to the conversation automatically they get some vocabularies then try to understand the purpose of the conversation and find the meaning in other tool or sources. The tool can be in form of manual or online dictionary. Actually, this research also found that only male students who opened dictionary to get the meaning of certain words. By doing that, they were not confused or worry anymore, conversely they were more

motivated to follow the listening class. It was also revealed by Dashtestani (2013) reveals that taking into account students' interest in the use of electronic dictionaries and their benefits for EFL learning, the use of electronic dictionaries would improve students' motivation to learn EFL.

The ninth strategy is comforting body. This strategy was emerged in this research due to most of students felt uneasy to concentrate in participating listening class. Horwitz (1986) as quoted in Kralova (2016) supports that foreign Language Anxiety or FLA has the same clinical picture and symptoms that are mostly experienced by EFL learners such as sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behavior. So difficult concentration found in this research was one of anxiety symptoms in listening class. The factor was the uncomfortable classroom such heat temperature sometimes. Hence, as result of this research, the students fanned their body with the book so that they were fresh gain. Finally, they could return their concentration to the material after their bodies have been comfortable. That finding was supported by Sa'diyah (2016) states that concentration is the important thing in listening comprehension and the students need to focus and refresh their atmosphere to create good condition around them because concentration is barrier in listening comprehension. It can be said that students' effort to return

concentration was not all because of material or lecturing but the atmosphere of the room. Uncomfortable room affects students' performance in listening class until they are indicated anxiety symptom like difficult concentration. This statement is suited with the statement of Kralova (2016) cultural and social environment, mainly the environment where learning takes place may influence the learners' level of anxiety.

The tenth strategy in order to minimize anxiety is skipping the missing points. The research finding found that almost all students missed the information of the material when they were listening to fast speed of speaker on the audio, long duration of material, and unfamiliar words in listening class. As a result, they felt anxious because they could not follow the material well. Therefore, to minimize their anxiety, they just skipped the difficult points or information in listening class and focused to the left points or the overall idea of spoken passage. Those explanations were supported by Xu (2013) the strategy in order to minimize listening anxiety can be done by skipping the unknown word and going on to the listening task moreover the students just concern on the overall meanings rather than on every single word or sentence. In line with Xu, Pan (2016) supports that one of effective ways to reduce anxiety can be done by grasping the main idea of whole material or topic sentence.

The last strategy to minimize listening anxiety is self-entertainment. The intention of this strategy refers to what mostly students do to entertain themselves when they are anxious in listening class. As what happened in this research, it was found that mostly male students entertained themselves from the state of anxiety by drawing and playing phone. First, drawing something on the paper can make the student feel happy because it can be a mental therapy for student to reduce anxiety rather than writing many words like note. It is suited with Chambala (2008) art therapy is appropriate for people suffering from anxiety disorders for several reason and first, they express oneself by creating form, color, and design is often more beneficial than solely relying on words from self-expression and communication. Moreover, the form of drawing is free as long as the student is entertained on what he is doing and his motivation in leaning is increased too. This statement is supported by Montgomery (2018) states that both structured and unstructured drawing methods can reduce anxiety in students. Montgomery adds the implementation of the drawing activities experienced the students to increase in their artistic confidence and became more motivated to engage learning through drawing. Second, to minimize anxiety, student takes his smartphone and plays. Vahedi & Saiphoo (2018) reveal that there is positive relationship between smartphone use and stress and anxiety. Vahedi & Saiphoo summarized that some studies that smartphone are

associated with reducing stress. In addition, the statement of second form above is suited with Igarashi, Takai, & Yoshida as quoted in Toda & Takeshita (2014) that mobile phones may also provide a means of coping with stress, and it cannot be denied that mobile phones may enhance communication with others.

Based on the above discussion dealing with causes of listening anxiety and the strategies used by students to minimize listening anxiety, it can be taken some points. First, all Female and male students experienced listening anxiety due to various causes. They are (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 material, (10) class condition, and (11) retelling. This finding is in line with some previous studies that had already investigated the causes of listening anxiety. Therefore, the researcher compares the findings of this research with some relevant previous finding that had already done by Dewi (2018), Agustiana (2019), and Prastiyowati (2019).

First, the listening anxiety is emerged because of unfamiliar vocabulary and speed of speech. Those causes are also found in Dewi (2018) that in listening class there were four aspects namely being unable to catch the words, rapid speech rate, lack of concentration, and lack of vocabulary. Agustiana (2019) also found that the causes of listening anxiety comes from the speaker aspect that is speaking speed.

Prastiyowati (2019) also found that the two of anxiety causes source from speaker's speed, and unfamiliar vocabulary.

Second, the causes of anxiety is come up due to students' skill or efficacy toward English listening, unfamiliar pronunciation of speaker, and low quality of audio. Those causes supports the finding of Agustiana (2019) that the causes of listening anxiety such as teaching material, students' listening skill, psychological aspects, student listening skills, and language, audio quality and ambient noise, while the speaker aspect influences the students in listening to include several aspects, namely the pronunciation aspect of fluent speech. Prastiyowati (2019) also revealed that one of the anxiety causes in listening class is the use of pronunciation by speaker.

Third, the causes of anxiety that are found in this research are lecturer characteristic in teaching, the use of unfamiliar topic, and the room condition. Those cause are supported by the finding from Prastiyowati (2019) that the cause of anxiety comes from teacher's characteristics and condition when teaching the listening class, meet unfamiliar words and topic; the room condition.

From the above comparison, the research was done to complete the previous studies that are conducted by Dewi (2018), Agustiana (2019), and Prastiyowati (2019). The researcher found the additional data about the causes of listening anxiety experienced by English Department students in the level of University. Those are long duration

of material and retelling section. Beside, another information to add the previous studies that all causes of listening anxiety above are truly occurred in listening class and successfully make students both male and female are anxious following the class.

Although there are many and various factors that can emerge both male and female students' anxiety, the students also have various strategies in order to minimize it. The strategies are (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. However, only two strategies employed by male students only but not used by female students, they are open the dictionary and self-entertainment. It can be said that male students have more various strategies to minimize listening anxiety rather than female students. It is because based on the finding male has more causes of listening anxiety than female in listening class.

Based on the various finding of strategies above, there is one strategy that in line with the previous research, namely preparation. preparation is an effort of students to do before entering listening class. The forms of preparation that are found in this research are take a pray, listening to English music and watching English movie. Agustiana (2019) also found the similar finding that strategy used by students to improve their listening skill and to minimize anxiety in listening to

spoken English text conducted outside the campus at a high level. This effort includes listening to English-language songs, watching English video, E-learning via cassette or CD, and listening to foreign radio channel. Those have been done is not only on campus, but also off-campus. Meanwhile, further strategies are not found yet in previous study especially the study about anxiety and listening class studied by Agustiana (2019). The further strategies are relaxation, positive thinking, peer seeking, resignation, asking for repetition, make a note, open dictionary, comforting body, skipping the missing points, and self-entertainment. So, they can be new complement for the research that had been done by Agustiana (2019).