

CHAPTER I

Introduction

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

1.1 Background

English is one of international languages. Harmer (2001) states that it is important because it is used in all aspects of life such as, arts, sciences, humanities, travel and social sciences (as cited in Astrid, 2011, p. 176). Similarly, Ammon and Seargeant and Erling said that the major venues of foreign country use English too (as cited in Abrar, et al., 2018, p.129). From that statement, it can be concluded that English is necessary for human to communicate in daily life.

In order to communicate actively in English, there are four language skills that must be mastered. Those skills are reading, writing, speaking and listening. Khameis (2006) supported that these four language skills appear together in English class naturally (as cited in Herlina & Holandyah, 2016, p. 108). In other words, those skills are essential to learn by the people who want to master English.

Listening skill is considered very important. People usually spend their time more to listen than to speak. More than forty percents of our daily communication time is spent on listening, twenty five until thirty percent on speaking, eleven until sixteen percent on reading, and only nine percent on writing (Gilakjani & Ahmadi, 2011, p. 977). Meanwhile, Hamouda (2013) states that kindergarten until high school

students are expected to listen for about 65-90 percent of the time. Thus, it can be concluded that listening is essential skill for human.

People's ability to comprehend the listening message from speakers' utterances is called listening comprehension. Similarly, Hamouda (2013) states that understanding what other people said is called listening comprehension. Specifically, listening comprehension is the way people select the aspect of input, form meaning of passages, and associate what they hear with existing knowledge (Gilakjani & Ahmadi, 2011, p. 979). In short, listening comprehension is the way people understand or select the aspect of input from what they hear with existing knowledge.

However, there are some problems in the process of learning listening, one of the problems is anxiety. Otair and Aziz, (2017); Sadiq, (2017) state that anxiety is a major problem that relates to listening comprehension. Listening anxiety also a variable that can affect the success and failure of foreign language students. Similarly, Vogelly (1995) said that the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension. Furthermore, Golchi (2012) explains that anxiety is usually provoked by listening skill. Even, not only listening comprehension but also listening ability is affected by anxiety because anxiety will make student's attention be dispersed and make students' auditory organ reaction be weaken (Pan, 2016, p. 12). To sum up, anxiety is one of critical problem in the process of learning listening.

Further, some researchers found that the majority phenomena of students who are anxious in listening happened in big countries however, in fact the phenomena

also happen in Indonesia as one of developing countries. For example, Katemba (2013) found that Indonesian university students were highly anxious in English, it includes listening too. Similarly, Erlina, Inderawati, & Hayati (2016) also found some students of Sriwijaya University Palembang were high anxious in listening. Next, Dewi (2018) also found that there were some students in Sanatama Dharma University Yogyakarta who had high anxiety level in listening. Furthermore, Munawarah (2018) also found that some students in Muhammadiyah University Yogyakarta had highly anxious in listening. Last, Agustiana (2019) also found that some Indonesian EFL students of private university Jakarta were highly anxious in listening. In short, listening anxiety is faced by almost all of EFL students, including Indonesia.

In addition, listening anxiety can affect listening performance. This was proven by some previous researcher. First is Dalman (2016) who found out listening anxiety has a negative correlation to listening performance. Next is Ghapanchi and Golparvar (2012) who found that there was a negative relationship between foreign language listening anxiety and students' listening performance and their locus of control. Last is Zhang (2013) who found that listening anxiety could affect FL listening performance.

Besides, there are some researchers who have conducted research studies about the factors that can cause students listening anxiety. First the research which was conducted by Pan (2016) who found that there are three factors of listening anxiety; teacher and learner factor, listening and material process and other factor.

Next, Serraj (2015) found the three factors of listening anxiety; individual factors (nerves and emotionality, inappropriate strategies and lack of practice), input factors (lack of time to process information, lack of visual support, nature of speech and level of difficulty) and environmental factors (instructors, peers and class environment). Moreover, Lili (2015) found that there are five listening anxiety factors; lack of confidence, lack of listening strategies, characteristics of listening comprehension, characteristics of listening materials and fear of negative evaluation. Then, Stawiarska (2013) found that there are five factors which cause listening anxiety; knowledge related factor, process related factor, learning strategies, output related factor (evaluation and performance) and personal factor. Finally, Kim (2000) found two factors that cause listening anxiety; tension and worry.

From many previous studies about listening anxiety, I am interested to conduct a similar research about listening anxiety of undergraduate EFL students of UIN Raden Fatah Palembang which aims to find out how listening anxiety affected listening performance, and explore the factors that made the students' were anxious in listening. Thus, this study was entitled "Listening Anxiety of Undergraduate Students of UIN Raden Fatah Palembang"

1.2 Research Problems

From the introduction above, the research problems are formulated in the following question:

1. How does listening anxiety affect listening performance of English education study program students of UIN Raden Fatah?
2. What are the factors that cause listening anxiety of English education study program students of UIN Raden Fatah?

1.3 Research Objectives

Related to the problems above, the research objectives are:

1. to find out whether or not listening anxiety affects listening performance of English education study program students of UIN Raden Fatah.
2. to find out what factors that cause listening anxiety of English education study program students of UIN Raden Fatah.

1.4 Significance of the Study

This study is expected to be able to provide the benefit of many parties. First, the students are able to know and realize of their level in listening anxiety and the factors that make them feel anxious in listening. If they are in high level, they can start to solve this problem early. Thus, their anxiety in listening can be overcome and it makes them more comfortable to learn listening. Meanwhile, the lecturers, by knowing the factors of listening anxiety that affect their students, the lecturer can help them to reduce their anxiety in listening class.

This study is also hoped to give the benefits for the next researcher. It can be a reference for them who want to have a similar research. It is also expected that the anxiety topic will be discussed more deeply.

Finally, this study also hoped to give the benefits for me as a researcher who conducted this study. It can be as a self-reminder for me if I become a listening teacher or lecturer, it is important for me to measure the students' anxiety level before I give them a material to know there is a student with high anxious level or not in my class.