

## **CHAPTER II**

### **Literature Review**

This chapter presents: (1) concept of listening comprehension, (2) concept of listening anxiety, (3) previous related studies, (4) hypothesis, (5) criteria for testing hypothesis.

#### **2.1 Concept of Listening Comprehension**

There are many definition of listening comprehension. According to Afshar and Hamzav (2014), listening comprehension is an active proses of multifacet, it is affected by many factors such as differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to given context (as cited in Yulisa, 2018). Another expert, Hogan, Alonzo and Adlof (2014) define it as the people competence to know text read aloud. Similarly, Gilakjani and Ahmadi (2011) described it as the way people select the aspect of input, significant passages, and associate what they hear with prior knowledge. It can be concluded that listening comprehension is the way people understand deeply about what speaker says.

Listening comprehension has some components. Based on Chastain (1998) there are four main components of listening comprehension. (1) the listeners' ability to distinguish sounds, intonation pattern, and similar sounds in the foreign and native language. (2) the listeners' ability to understand the whole passage uttered by native speaker. (3) the listeners' ability to gather the passage from listening audio to their

auditory memory until they can administer it, and (4) the listeners' ability to construct the meaning from listening material (as cited in Yaiche, 2018). Thus, those components are interrelated to each other.

## **2.2 Concept of Listening Anxiety**

Anxiety is one of human emotion. According to Zion (1970), anxiety is similar to the feeling of angry or sad even, it can be a motivation for people to improve their performance. It is normal when someone feel anxious in some conditions. For example, the students will have a final examination. Commonly, they will feel worry or nervous before the examination and after that they will feel like usual. This condition is reasonable for human. But, anxiety also can be critical, it happens when anxiety is really strong or last for a long time (Marsh, 2015, p.5). This condition is different from normal anxiety and the definition of it be changed. The MNT Editorial Team (2017) explains it as the name of disorder that makes human feels nervous, fear, apprehension, and worry. Demir (2015) divides the anxiety into two kinds based on the level of it such as, facilitating (little anxiety), and debilitating (too much anxiety). It can be included that anxiety has the different types depending on the anxiety level.

Further, listening anxiety has some levels. Each level wil have different effect for students. Learners who have little anxiety (facilitating anxiety) will be attentive, use knowledge and strategies, and understand well in listening class. On the other hand, learners who have over anxiety (debilitating anxiety) will have lack of concentration, be hard tolisten distinctly and have lack of understanding to the audio

message. However, if students' anxiety level is too low, it will give them the negative effect too. It will make them not concentrate consciously in listening (Avci, 2017, p.98). So, the different learners' level of anxiety will give the different effect on their listening performance.

### **2.2.1 Factors that Causes Listening Anxiety**

There are many factors that cause learners listening anxiety. Vogelly (1998) found the factor of listening anxiety based on students comment. She divides it into four categories such as, input, process, instructional factors and personal factors.

The first factor proposed by Vogelly (1998) is input, it divides as five sources such as, nature of speech, level of difficulty, lack of clarity, lack of visual support, and repetition of input. Based on Vogelly (1998) research, the students claim that the speech is too fast, poor enunciation, different accent, and the instructor speak too softly in listening class make nature of speech become one of anxiety sources. While in level of difficulty, it makes some learners feel frustration and anxious if the exercise of listening comprehension is too hard. Further in lack of clarity, the learners got anxious when they do not know what kind of text that they listen and what supposed to do. Meanwhile in lack of visual support, Vogelly (1998) state that it is important to notice it even though, there is not many learners got anxiety cause this source. It is dissimilar with repetition input which is many learners feel frustration and anxious when the input is presented only twice.

Furthermore, the process factor has four sources such as, cannot use appropriate strategy, cannot manage time to process, cannot study for listening

comprehension, and cannot check answer for listening comprehension task. Many learners use inappropriate strategy on listening, most of them try to translate every single word, this strategy make them miss the next part and feel anxious. Subsequently, several learners claim that they feel anxious when the instructor asks them to give the respond directly without giving them time to process the material. Following that, some learners cannot study for listening comprehension because they do not know how to prepare on listening, it make them frustrated and anxious. Afterward, the learners also feel anxious because in listening class they cannot check their answer, it is not same as in reading class.

Another factor is instructional, it sourced from lack of listening practice, the test thing, and uncomfortable environment. Starting with listening practice, the learners feel anxious because there is only a little or no special class time to practice their listening. Next, several learners claim that they got anxious just because a test. They cannot reply or go back to previous question. Subsequently, uncomfortable environment can make learners feel anxious such as, the room is too noisy, lacks oxygen, or is small and cramped.

Last is personal factor. It has three sources such as, fear of failure, nerves, and instructor's personality. Fear of failure and nervous are common things in learning, but some learners feel it too much when learning listening comprehension. It is the best factor of anxiety. On the other hand, the instructor that often asks the learners to answer the question directly will make the students feel anxious too.

Similarly, Lili (2015) found the factor that causes listening anxiety based on the freshmen of English major. Those are lack of confidence, lack of listening strategies, characteristic of listening comprehension, characteristic of listening materials, and fear of negative evaluation. Based on Lili's research, the freshmen who have lack of confidence will lose and anxious in listening activities. She found only a few of freshmen who use the strategy in listening class. This makes many freshmen easy to feel worry, nervous, and anxious during the listening class. Furthermore, the characteristic of listening which does not provide much time also make the freshmen easy get anxious. Following that, the characteristic of listening material such as, speed, and condition also affect the anxiety. Some of freshmen said that they want to give up if the speed is too fast. They also said the noises in classroom made them easy to miss their attention and made them feel anxious. Finally, fear of negative evaluation can increase the anxiety. Several freshmen state that volunteering to respond in class could make them anxious because they afraid to be looked down by others.

In addition, another factor that causes listening anxiety on learners was found by Pan (2016) such as, teachers and students factor, listening material process, and other factors. Based on Pan's research, teachers' personality can make the students feel anxious, some teachers are too serious in the class and a part of them are too strike about students' mistake. It will make students feel under pressure and anxious in classroom. However, she also found that the students' listening comprehension ability, students' self-efficacy and students' habit can be the factor of their anxiety

too. The studies have shown that if the listening comprehension level is low, it means the anxiety level is high and vice versa. Similarly, if the self-efficacy is weak, it means the anxiety is strong. Furthermore, the learners who show little interest in listening and lack of motivation will be easy to be absent-minded during the class. It will make them miss the important information and get anxious. Besides, the material difficulties also are the causes of learners' anxiety. Pan (2016) states that "The more difficult the listening material is, the more complex the syntax, the more likely to cause learners' anxiety" (p. 13). In the process of listening, the material that cannot be repeated will make the students afraid to make a mistake and cause their anxiety. Lastly, she also found other things that affect listening anxiety such as, multimedia facility, learners' physical surroundings (the room is too hot or cold), and class condition (noisy, lacks oxygen or small, and cramped).

### **2.2.2 Students' Anxiety Signs**

People who are anxious can be seen from their gesture. Radwan (2017) proposed seven signs that show the people are anxious such as, finger-nail biting, fidgeting, tapping heels, tapping fingers, sweating, jiggling pocket contents, and whistling. In body language, if someone bites their finger nails, it shows that the person is anxious. Furthermore, anxiety will make the people frequent to change their position while they are sitting or being unable to settle down. Subsequently, Radwan also explains that tapping heels on the floor and tapping fingers or hand on lap repeatedly indicates the person is nervous or anxious. Another habit like jiggling

pocket contents and whistling is a common thing to do when a person experiences anxiety. Lastly, sweating is a natural sign from people when they start feeling anxious.

Similarly, Opposing View Staff (2012) also proposed seven signs of anxiety such as, pale face or extremities, wide pupils and blinking, downcast eyes, dry throat, clearing of the throat, rapid heartbeat and breathing, sweating, inability to remain still. Pale face or extremities will happen because when the people feel anxious, their blood flow is moving toward the core to protect vital organs. Subsequently, the human's eye also shows their anxiety, it indicates by wide pupils and blinking, and downcast eyes. Another sign is rapid heartbeat and breathing, actually it happens to a person's body when they run or fight but in fact, the feeling of anxious also makes someone experience it. Furthermore, sweating also happened because when the people feel anxious their body's metabolism increases and produces heat. Finally, anxiety also makes the people Inability to remain still. It is because when they experience anxiety, their body will produce extra energy and increase tension in muscles

Different to the previous above that explains anxiety signs in general, Calm Clinic Editorial Team (2017) explain about how anxiety affect your hands such as, shaking, tingling/burning/numbness, trouble moving, restlessness, and cramping. Shaking is the most common hand symptom of anxiety. It happens because when the people feel anxious, their body rushes with adrenaline - a hormone that gives their body a tremendous amount of energy, which - when unused - leads to physical

agitation. Another symptom that common of anxiety is tingling sensation in the hands or fingers. It is because the act of breathing too quickly or breathing out too much carbon dioxide. Without carbon dioxide, the body restricts blood flow to the extremities, which results in the same feelings as when your hands fall asleep. Feeling anxious also makes human's hands automatic movements more difficult. It will cause their hands or fingers are not doing what they want to do. Human's hands also can feel restless, it indicates by they need to put something or do something in their hands. Last is cramping. It is less common factor, but some people find out that their hands exhibit signs of cramping when they feel anxious.

### **2.3 Previous Related Studies**

There are many previous studies related to this study. First study that similar with this research is conducted by Pan (2016). The qualitative method was used in this study. The participant of her study was the EFL student in 3<sup>rd</sup> semester of China West Normal University. The purpose of her study is to find out the factor that affect learners' listening anxiety in EFL classroom. She found the factors of listening anxiety are teacher personality who really serious in class, student ability in listening comprehension, material that is too difficult and other factors such as multimedia facility, learners' physical surroundings, and class condition. The similarity between the previous study to the present study were 1) Find out the factor that caused students' listening anxiety; 2) Multimedia facility, and class condition became the factor of students' listening anxiety that we found in our study. In contrast, the



differences between the previous study to the present study were 1) The previous study used qualitative method then the present study used mixed method; 2) The previous study was conducted in China West Normal University then the present study was conducted in UIN Raden Fatah Palembang, Indonesia.

Similarly, according to Serraj (2015) by using qualitative method, there were 15 Iranian English language learners studying at language schools in Isfahan Iran as the sample. The purpose of his study is to figure out learners' sources of listening comprehension anxiety and the factors that might reduce listening anxiety. The result is there are three factors of listening anxiety such as, individual factors (nerves and emotionality, using inappropriate strategies and lack of practice), input factors (lack of time to process, lack of visual support, nature of speech and level of difficulty) and environmental factors (instructors, peers and class environment). The similarity between the previous study to the present study were 1) Find out the factor that caused students' listening anxiety; 2) Environmental factors become a factor of students' listening anxiety that we found in our study. In contrast, the differences between the previous study to the present study were 1) The previous study used qualitative method then the present study used mixed method; 2) The previous study was conducted in Isfahan Iran then the present study was conducted in Palembang, Indonesia.

Furthermore, Lili (2015) who used mixed methods, the subjects were 82 freshmen of English majors in a Normal University. The purpose of her study is to find out the influence of listening anxiety to freshmen. She found that the freshmen

who have lack of confidence will anxious in listening activities, many learners are lack of listening strategies, characteristic of listening comprehension which does not provide much time, characteristic of listening such as, speed, and condition also affect the anxiety materials and many students fear of negative evaluation. The similarity between the previous study to the present study were 1) Used mixed method approach; 2) Find out the factor that caused students' listening anxiety; 3) Characteristic of listening such as, speed, and condition become the factor of students' listening anxiety that we found in our study. In contrast, the differences between this study to my study is this study was conducted in China then my study was conducted in Indonesia.

Subsequently, Stawiarska (2013) also used mixed method, the participants were seventy-one students of extra-mural MA studies in the English department. There were two purpose of this study, first was to investigate sources and symptoms of foreign language listening anxiety among a very specific group of foreign language learners, and to create an instrument which would allow for a detailed analysis to be carried out of the factors giving rise to FLLA and identification of its symptoms. The result indicates that most participants became nervous and worried due to a lack of background knowledge about some topics, many learners miss important information because they think too long during listening process, some students do not know how to prepare to listening classes, outputs related factor such as evaluation and performance were found to dominate as causes of listening apprehension, and some learners fear of social evaluation while listening in a foreign language. The similarity

between the previous study to the present study were 1) Used mixed method approach; 2) Find out the factor that causes students' listening anxiety; 3) lack of background knowledge became the factor of students' listening anxiety that we found in our study. In contrast, the differences between the previous study to the present study was the previous study was conducted in Polandia then the present study was conducted in Indonesia.

Last previous is Kim (2002). He used mixed method, the sample in this study was 245 Hanyang University students in spring semester of 2000. The purpose of this study is to examine the existence of listening anxiety and general foreign language anxiety, then to identify relationship between listening anxiety and learner background factor. The result is there are two factors causes listening anxiety such as, tension and worry over English listening, and lack of self-confidence in listening. The similarity between the previous study to the present study were 1) Used mixed method approach; 2) Find out the factor that caused students' listening anxiety. In contrast, the differences between the previous study to the present study was the previous study was conducted in Korea then the present study was conducted in Indonesia.

From those previous studies above, all of the writers found several kinds of factor causes listening anxiety which depended on the sample they studied. In this study, I will present the way listening anxiety influence listening performance and factors cause listening anxiety in EFL students of UIN Raden Fatah Palembang.