

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1. Background**

English becomes the dominant language which has different status in every country. Crystal (2003) explains that English has a role as mother tongue which English is the first language learned by people in several countries such as USA, Britain, Canada, New Zealand, Ireland, South Africa, and another country. English is also recognized as an official language those countries. Some countries, English has a status as unofficial language, including in Indonesia. In addition, Crystal (2003) argues that English is most widely taught as a foreign language in school, even though this language has no official status. In short, English has been used by many countries in the world both officially and unofficially.

As unofficial language, English leads the important roles in Indonesian educational system. One of the roles, English becomes one of the compulsory subjects in Indonesia's educational system (Marzulina et al., 2018). Then, Lauder (2008) states that English is important because it is taught in schools and Universities, also the scientific papers are published in English. Then, he added that it is widely

recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. That is why students in Indonesia should learn English.

Based on phenomenon of English learning, there are four skills that must be learned, they are listening, reading, speaking and writing. According to Pollard (2018) receptive skills where learners generally comprehend information and receives that information either through reading and listening. Thus, listening as receptive skills are influential of English learning skill.

As receptive skills in English learning, listening skill has a big influence in people's interaction. Listening skill plays an important role in communication the result showed that the percentage of time spent on communicating, listening takes up is 40-50%, speaking is 25 25-30%, then reading is around 11-16% and last writing is 9% (Gilakjani & Ahmadi, 2011, p. 977). Meanwhile, Miller (2003) reported that more than 50 percent of our daily communications spent on listening (as cited in Lestari, 2017, p.1). It can be concluded that listening is important that consumes more of daily communication time than other forms of verbal communication.

Student'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) 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). In the short, anxiety is one of critical problem in the process of learning listening.

There are many senses of anxiety. Xu (2011) states that anxiety is correlated by negative feelings like uneasiness, frustration, self-doubt, apprehension and tension. Additionally, Scovel states that anxiety is an apprehension condition, equivocal fear (as cited in Marzulina et al., 2015, p. 218). Thus, anxiety is disorder that makes people have negative feelings such as, uneasiness, frustration, self-doubt, apprehension and tension.

Anxiety is not only known in psychology aspect but in language education too. It has been a long time that anxiety associated with foreign or second language learning and communication in the focus of second language researcher (Toth, 2008). Furthermore, the second language researcher starts to develop research on anxiety in other aspects of the language. Zhao (2016) states that since 1980's, the second language researchers have begun to change the domain of

research into anxiety to be more specific like listening, reading, writing and speaking. In fact, the most of students feel anxious in listening comprehension. In other words, anxiety is known in language education and the most of students' anxiety is in listening comprehension.

However, most of students put less attention to learn English listening so they felt anxious during listening audio. The most ignored but potentially one of the most debilitating types of anxiety is the anxiety accompanying listening comprehension (Vogely, 1995, p.92). Then, Katemba (2013) found that Indonesia University students are highly anxious in English that it included listening too. In conclusion, most of people do not realize that listening anxiety is one big factor to make EFL learners fail in learning English including Indonesia students.

The phenomenon above was also faced by Indonesian students, including students of English education study program of Muhammadiyah University Palembang. Referring to a preliminary study I have conducted my informal interview with the lecturer who teach selective listening subject on March, 5<sup>th</sup> 2019. This interview showed that the students have problems in learning listening because of some causes that made students felt anxious during listening comprehension classroom.

Some researchers have conducted research studies about causes of listening comprehension anxiety. First research which was conducted by Otair and Ibrahim (2017) who found three main causes of listening comprehension anxiety: the problematic nature of listening comprehension, the classroom atmosphere and the low English proficiency of the students. Second, Pan (2016) who found that

there are three factors of listening anxiety: teacher and learner factor, listening and material process and other factor. Third, Serraj (2015) found the three factors of 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). Fourth, Lili (2015) found listening anxiety factors which are lack of confidence, lack of listening strategies, characteristic of listening comprehension, characteristic of listening materials and fear of negative evaluation. Fifth, 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.

Based on some previous studies explanation above, they used qualitative method design then, mix method design which are quantitative and qualitative method in their study. Therefore, I am interested in conducting a similar research but in qualitative method with case study research design. Besides, I will figure out the causes of the students listening comprehension anxiety. In brief, based on the explanation above, this research will focus on causes of listening comprehension anxiety entitled “An Exploration of Causes Listening Comprehension Anxiety: Undergraduate EFL learners at Muhammadiyah University Palembang.” This research can give influence for many people, whether for the students, teacher, and further researcher.

## **1.2. Problem of the Study**

Based on the background above, the research problems were formulated in the following research questions.

1. What were the causes listening comprehension anxiety of undergraduate EFL learners at Muhammadiyah University Palembang?

## **1.3. Objective of the Study**

The objectives of the study were:

1. To figure out the causes of listening comprehension anxiety of undergraduate EFL learners at Muhammadiyah University Palembang.

## **1.4. Significance of the Study**

The results of this study are expected to give beneficial contributions for students, lecturer and next researcher.

First, the students are able to know and realize 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. Finally, their anxiety in listening can be overcome and it makes them more comfortable to learn listening.

Meanwhile, the lecturer, by knowing the factors of listening comprehension anxiety that affect their students, can help them to reduce their anxiety in listening class.

Besides, I also expect 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.

The last, for myself as researcher of this study, it is expected to help and develop my knowledge in understanding language aspects and get more awareness of teaching English as foreign language, especially in terms of causes listening comprehension.