

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of listening comprehension, (2) importance of listening comprehension (3) concept of listening comprehension anxiety (4) concept of the causes listening comprehension anxiety (5) students' anxiety sign (6) previous related studies.

2.1. Concept of Listening Comprehension

There are many senses of listening comprehension. According to Gilakjani and Ahmadi (2011) listening comprehension is 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 understanding deeply about what speaker says. Additionally, Hamouda (2013) states that listening comprehension as an interactive process in which listeners are involved in constructing meaning. Then, Richard and Schmid (2002) declared listening comprehension means the process of understanding speech in a first or second language. In the short, those are the definitions of listening comprehension by some researchers.

Meanwhile, there are three processes of listening comprehension which are pre-listening during (in-while listening) and post listening. Based on Saricoban (1999), there are three processes of listening comprehension such as, pre-listening, during (in-while) listening, and post listening. First is pre-listening. In this step, the purpose of listening must be given. The instructor must train the learners to

know what the meaning of speaker will be said before they do listening. It needs to build their prior knowledge. Second is during (in-while) listening. For this step, the instructor will ask learners to do the visual activity like taking note or drawing their mental picture. It is so useful to help learners remember more the material. The last is post- listening. In this step, the instructor asks the learners to tell about what they have learned. It is for evaluating to know how far learners understand what they have heard. In summary, listening comprehension has three essential processes such as, pre-, during, and post listening.

2.1.1 The Importance of Listening Comprehension

Some researchers of language teaching define the importance of listening comprehension in some ways. The view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (Richards, 2008). The importance of listening lies in the fact that it enables students become aware of language and how it is used (Asemota, 2015). Listening comprehension is important for language learning in general and foreign language learning in particular because it allows learners to internalize items through exposure to the target language (Brown, 2001).

Every researcher has their own opinion in giving some reasons of the importance of listening comprehension. El-Koumy (2002) demonstrates there are certain reasons for the importance of listening for foreign language learners. First, listening is essential prerequisite for oral communication to take place. Second, it

often influences the development of reading and writing. Third, it plays a central role in academic success, since students understand teachers or lectures through listening. In short, having good listening can help students to communicate, to improve other language skill and also to help students understand the material during teaching and learning process.

2.2 The Concept of Listening Comprehension Anxiety

In listening, students sometimes feel nervous and afraid when they are listening comprehension performance in the classroom and the situations called listening comprehension anxiety. In fact, 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. Then, Eysenck (1979) states that anxiety is the feeling of fear and nervousness are intimately connected to the cognitive side of anxiety which is worry. Additionally, Xu (2011) states anxiety is students' negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension.

However, when listening comprehension anxiety is fast becoming a priority in the classroom. In the fact, the anxiety accompanies the listening comprehension task is the one that is most easily ignored because the goal of most classroom activities focuses on the speaking skill. According to Scarcella and Oxford (1992)

listening comprehension anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. Thus, if the students are under false impression that they must understand every word what they hear. Additionally, Howritz (1987) states students must believe in order to be good at language they need perfect pronunciation, massive amounts of vocabulary, extensive grammar knowledge, overseas experience and a natural aptitude for language before they even open their mouths. As a result, listening comprehension anxiety can undermine speech production because in order to interact verbally, the students must first understand what the speaker said.

2.3 The Concept of Causes of Listening Comprehension Anxiety

Every problem must have a cause. Likewise with listening comprehension anxiety faced by students. According to Vogely (1998) the causes of listening comprehension anxiety consist of four categories that affect students. First category is listening comprehension anxiety associated with characteristic of input, those are: Nature of the speech, level of difficulty, lack of clarity, lack of visual support and repetition of input. Second category is listening comprehension anxiety associated with processing related aspects listening comprehension, those are: inappropriate strategies, lack of time to process, cannot study for listening comprehension and cannot check answer. The third category is listening comprehension anxiety associated with instructional factors, those are: lack of listening comprehension practice, the test thing and uncomfortable environment. The fourth category is listening comprehension anxiety associated with attributes

of the teacher and learners, those are: fear of failure or nerves and instructor's personality.

1. Listening comprehension anxiety associated with characteristic of input

a. Nature of Speech

Nature of speech as a source of anxiety which that speech was too fast created the most anxiety. The other claimed poor enunciation, different accents, and teacher that spoke too softly as sources of anxiety.

b. Level of Difficulty

Level of difficulty, students express anxiety and frustration with listening comprehension exercises that were too difficult. Students associated the level of difficulty of input in terms of the use of vocabulary that was unfamiliar or beyond the level of the student, the use complicated syntax, and the use of text based on unfamiliar topics.

c. Lack of Clarity.

The student reported feeling anxious when they did not know what kind of text they were listening to, why they were listening to it, what they were supposed to be listening for, and what they were supposed to do once they were through listening. Although, the students'

comments were geared toward often confusing directions provided by the teacher.

d. Lack of Visual Support

Lack of visual support although mentioned as a source of anxiety of students. Learners felt as if they lacked the footing necessary to even make an educated guess without some type of visual input.

e. Lack of Repetition

Students expressed frustration toward the traditional approach to listening comprehension practice where input is presented only twice. This feeling was especially strong in a testing situation to be answered, and then come up with, or selects, the correct response.

2. Listening comprehension anxiety associated with processing related aspects listening comprehension

a. Inappropriate Strategies.

Inappropriate strategies indicate that many saw comprehension as the process of understanding or translating every word, as opposed to understanding the message. Students reported feeling anxious when they try to translate one part of what they hear and then miss the next part. If students perceive listening comprehension as word for word decoding, frustration and anxiety become a regular part of listening comprehension process. Some students feared that they would “understand” contextually what that were listening to, or that would

miss key words. Other students feared they would hear the “wrong thing” and assume it is actually about something else. Other mentioned having weak spelling and retention skills.

b. lack of Processing Time

The feeling anxious when asked to respond immediately to the listening text and the teacher did not allow them enough time to process the information in the text or the questions about the text.

c. Cannot Study for Listening Comprehension

Several students stated that unlike a test on grammar, it was difficult to study for listening comprehension test. They express frustration at not knowing exactly what or how to prepare.

d. Cannot Check Answers.

Students reported feeling anxious about listening comprehension tasks because unlike reading comprehension, listening comprehension is a “one-shot deal”.

3. Listening comprehension anxiety associated with instructional factors

a. Lack of Listening Comprehension Practice

Students feeling anxious when little or no class time had been devoted specifically to listening comprehension practice, which left them “feeling incompetent and unprepared”.

b. The Test Thing

Students becoming anxious because a test, rather than an activity perhaps because under test conditions. They cannot replay the listening comprehension passage as many times as they need and they are not able to go back to the questions when read aloud.

c. Uncomfortable Environment

Uncomfortable environment describes students' physical surrounding. Such as a room being too hot or too cold, were important and often interfered with listening comprehension. Others become anxious if the room is too noisy, lack of oxygen, or is small and cramped.

4. Listening comprehension anxiety associated with attributes of the teacher and learners

a. Fear of Failure

Students walk into a foreign language classroom feeling nervous and fearing failure or ostracism. This emotional state of mind stem from a negative past experience or from the belief that they lack the prerequisites necessary to be a "good" language learner.

b. Instructor's personality

In this category reported experiencing listening comprehension anxiety when teacher had unrealistic expectations, that is when they expected everything to be perfect and were critical when students did not answer correctly. Teacher that were inaccessible and do not show

any reaction to your performance”. Also inspired anxiety their students. One student referred to a “hostile” environment created by personality clashes between students, or between students and teacher. In short, instructors that put students on the spot, press for answer, and openly demonstrate frustration when the correct answer is not for the coming create anxiety.

2.3.1 Students’ Anxiety Gesture

Students 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 biting 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 signs 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 signs are 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.

2.4 Previous Related Studies

There are many previous studies related to study about the causes listening comprehension anxiety faced by the students in listening comprehension, the first previous related study was conducted by Otair and Aziz (2017), the second was by Pan (2016), the third was by Serraj (2015), the fourth was by Lili (2015), the fifth was by Stawiarska (2013) and the Sixth was by Kim (2000).

The First, Otair and Aziz (2017) were conducted about causes of listening comprehension with EFL Saudi Arabia. This study was aimed at exploring the causes of listening comprehension anxiety from EFL Saudi Arabia. The pilot was involved two students who were selected based on the following criteria. First,

only Saudi male undergraduate students who enrolled in Preparatory Year Program (PYP) at Majmaah University would involve in this study. Last, the students who had studied or lived in native English speaking countries would be excluded. The researcher used pseudonyms to refer to the participants as Mohammad and Ismail. The results showed that the participants experienced a high level of anxiety when doing the listening comprehension tasks. Three main causes of listening comprehension anxiety emerged from his study. Those are: the problematic nature of listening comprehension, the classroom atmosphere and the low English proficiency of the students. The differences between previous related study is the researcher used interview as his instrument meanwhile I will use two instrument those are observation and interview. Then, the similarity between the previous related study is the same research problem. The research problem is to figure out of causes listening comprehension based on students' perceptions.

Second 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 3rd 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 Muhammadiyah University Palembang, Indonesia.

Third, 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) The previous study used qualitative method same as in this study I used qualitative method with case study. 2) 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 was 1) The previous study was conducted in Isfahan Iran then the present study was conducted in Palembang, Indonesia.

Fourth, 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 was; 1) Find out the factor that caused students' listening anxiety; 2) 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.

Fifth, 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) Find out the factor that causes students' listening anxiety; 2) 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.

Sixth, 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 was 1) 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 comprehension anxiety which depended on the sample they studied. In this study, I presented an exploration of the causes listening comprehension anxiety undergraduate EFL learners at Muhammadiyah University Palembang