

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the following subtopics: (1) Findings, and (2) Discussion.

4.1. Findings

The findings of this research presented the causes listening comprehension anxiety faced by EFL learners at Muhammadiyah University Palembang. The findings of this research were obtained from the observation and interview and analyzed by using thematic analysis. The descriptions of the findings were related to students' causes of listening comprehension anxiety. The results of this research could be seen table below:

4.1.1 Student's Causes of Listening Comprehension Anxiety

The themes and code of qualitative data were gained from observation and interview were summarized in the table below:

Table 1: Theme and Codes for Student's Causes of Listening Comprehension

| Anxiety | |
|----------------------------------|---|
| Theme | Code |
| 1. Lack of Linguistic Competence | A. Six from nine students felt difficult to listen the speaker's accent. B. Eight from nine student felt anxious because they were lack of |

vocabulary mastery.

C. seven from nine students felt anxious because they lacked improper grammar

2. Lack of Focus

A. Five from nine students felt annoyed when most of students arrived in the class too late.

B. Eight from nine students felt annoyed when they listened to task instruction because the lecturer's voice was too soft.

3. Lack of Time Allocation

A. Seven from nine students felt anxious because they could not manage their time to answer the listening task.

B. Eight from nine students felt anxious because they were not prepared to submit their listening task.

4. Students' Psychological Was Experiencing of The Existence Listening Comprehension Anxiety

A. One from nine students were anxious when they felt nervous.

B. One from nine students felt confused when she lost part of

listening.

C. One from nine students felt afraid because they lacked of confidence.

5. Classroom Environment

A. Six from nine students felt anxious when the classroom was noisy

B. Five from nine students felt hard to focus when the room was cold.

6. Technical Problem

A. seven from nine students felt hard to catch the material when the sound of headphone could not work properly

B. four from nine students felt anxious when there was technical problem in electricity.

7. Type of Assignment

A. One from nine students felt anxious when they gave some opinions of the listening task more deeply.

B. Two from nine students felt hard to answer the task when they had to retell the information or made summary in the short time

The themes and code on the table were described to figure out the student's causes that influences listening comprehension anxiety. I found that some of student felt anxious during listening comprehension that the caused some factors in listening classroom. The descriptions were as follows:

4.1.1.1 Lack of Linguistic Competence.

Based on Einstein (1938) there were fifteen subfields of linguistics. Those are: phonetics, phonology, morphology, semantics, syntax, language acquisition, sociolinguistics, psycholinguistics, neurolinguistics, pragmatics, historical linguistics, computational linguistics, natural language processing and speech pathology. From the data observation sheet and interview, I found three factors that caused students to have a problem in linguistic competence such as, difficult to recognize speakers' accent that it showed sociolinguistics subfields, lack of vocabulary mastery, and improper grammar that it showed morphology subfields.

a. Unfamiliar With the Speakers' Accent

Based on interview data, most of students felt hard to catch the meaning of the words what the speaker said. They supported that the speakers' accent was difficult to understand because the way native speaker spoke English in audio was different with the way of foreign language learner used, especially when the speaker spoke too fast. The result of interview could be seen below:

“Speaker spoke too quickly and I am panic when I can not catch in information” (DKS, personal communication, March 19, 2019)

“I feel anxious when the speaker speaks too fast” (AA, personal communication, March 19, 2019)

“I am afraid when the speaker pronounce the words different from the way I do” (F, personal communication, March 19, 2019).

Additionally, the same result supported by *“RNA, HL and SR”*

In line with interview data, the data from observation showed that the voice of native speaker in audio too fast in some meetings. It could be concluded that it made the some messages that speaker delivered was difficult to understand. Some of students looked confused during the speaker spoke. Additionally, I asked the lecturer about handbook *“selective listening”* that indicated most of speaker used American accent than British accent.

b. Lack of Vocabulary Mastery

The data gained from the interview showed that students felt anxious when they could not catch the meaning of words what they listened from the audio listening. They claimed that there were some difficult words that unfamiliar for them. The result showed that it made students hard to follow in listening comprehension. The result of interview could be seen below:

“Even though I have studied all vocabulary, there are words that I have never heard before” (HL, Personal communication, March 19, 2019)

“I feel anxious when the speaker used difficult word that unfamiliar to me” (SR, Personal communication, March 19, 2019)

I fear that I will not understand the difficult word that I have never heard before” (DKS, Personal communication, March 19, 2019)

Then, the result above in line with result interview of “ *E, DHA, AA, F, RNA, AA*”

In line with it, the observation data showed that when the listening class would begin, the lecturer only gave a little instruction about the listening task such as type of question, and time to answer the question. Then, she played the audio without explaining what the topic that would be learned today or discussed the vocabulary related to the material. After, the audio finished playing, the lecturer asked some students to answer the question with predetermine time allocation without she never introduced vocabularies that were assumes to be difficult for students related to the material every meeting. Last, the answer sheets were submitted to the lecturer when the time was over.

c. Improper grammar

The data gained from interview showed that students felt anxious when lecturer asked them to make summary, retell information more deeply. The result of interview could be seen below:

“I have poor grammar” (AA, Personal Communication, March 19, 2019)

“Sometimes, I felt easy to get anxiety when I am not master grammar”

(DKS, Personal Communication, March 19, 2019).

“I am improper grammar” (RNA, Personal Communication, March 19,

2019).

Additionally, the result above supported by *“E, F, HL and DHA”*

In line with it, the observation results showed that when teacher asked student make a summary or retell information one of students showed that she spokes haltingly when summarized the listening material and her hand were shaking and restlessness.

4.1.1.2 Lack of Focus

Based on the data gained from interview and observation, I found most of the students felt annoyed when one of their classmates late came to class and students felt uncomfortable when there was noisy in the class.

a. Students Late Came to Class

The data gained from the interview showed that students felt anxious when there came late to the class. It made them feel hard to focus during the listening class. The result interview could be seen below:

“I cheat my friend’s work because I miss one session in listening class”

(RNA, Personal communication, March 19, 2019).

“I felt anxious when I come late to class” (E, Personal

communication, March 19, 2019).

Then, the result above in line with the interview result from “*DKS, DHA and AA*”

In line with it, the observation result showed that students were busy to see their friends’ answer sheet. Then, the lecturer was allowed who students came late to the class but in the fact it was one of factors that made students felt anxious because students lost concentration during listening class.

b. Teacher’ Voice was too Soft

The data gained from the interview showed that students felt anxious when the class was noisy during listening class. The result of interview could be seen below:

Lecturer’ voice was too soft when she gave a instruction that make me lack of focus during listening class (E, Personal communication, March 19, 2019).

I feel anxious when I listen my lecturer voice because a little bit that make me lack of focus during listening. (DKS, Personal communication, March 19, 2019).

Additionally, the same opinion that supported by *SR, RNA, F, HL, AA, DHA*”

In line with it, the observation result showed that in the beginning teacher gave some instruction before the audio played but the fact some of students who sitting in the back row they asked some student who sitting in the front row of them. They looked lack of focus because one of them didn’t concentrate when lecturer gave instruction with soft voice.

4.1.1.3 Lack of Time Allocation

Based on data gained from interview and observation I found most of the students felt anxious who had less ability to manage their time to listen to the audio since they have lack of linguistic components and they were not really organize of time allocation during of listening class. Thus, students could not manage their time to answer the listening task, students tended to be anxious. Next, students often were not prepared to submit their answer sheet when times over. Last, less of listening practice could be the factor that causes students difficult to manage their time in order to answer listening task and the students seemed not ready to submit their answer sheet when lecturer told them about time was over during listening class.

a. Students could not Manage Their Time

The data gained from interview showed that student felt anxious when the lecturer gave them a time limit for each question. In the short, the students would be difficult to manage the time to answer the listening questions. The result of interview could be seen below:

“Sometimes, I feel anxious when the time to answer the questions was over, but I have not finished yet. (HL, Personal communication, March 19, 2019)

“I usually feel anxious when the lecturer gives the limited time to answer for each question” (RNA, Personal communication, March 19, 2019)

Then, the same opinion supported by “*F, DKS, E, AA, DHA*”

In line it, the observation result showed that the lecturer only gave around 8 - 10 second to answer each question then she said that the allocation time that she have given based on the level of difficulty of the questions. It can be concluded that students felt hard to manage the time to answer the listening questions.

b. Students Not Prepared To Submit Their Answer Sheet

The data gained from interview showed that students felt anxious when they not prepared to submit their answer sheet. The result of interview could be seen below:

It makes me feel anxious when I am not prepare to submit answer sheet”(DKS, Personal Communication, March 19, 2019)

I usually feel anxious when I am not ready to submit my answer sheet in the short time which given by my lecturer” (E, Personal communication, 19 March, 2019)

Then, the same interview result supported by “AA, RNA, F,DHA,HL,AA”

Likewise, the observation result showed that most of students seemed not prepare to submit their answer sheet when the time was over. When the lecturer told students to submit their answer sheet, one of students showed panic reaction such us becoming in a hurry when answering the questions, then, one of students told their lecturer that they were not prepare to submit their answer sheet.

4.1.1.4 Students' Psychological Was Experiencing of The Existence Listening Comprehension Anxiety.

Based on the data gained from the interview I found that most of students felt nervous, felt confused and felt afraid during listening class. The result of interview could be seen below:

"I feel nervous when I answer the questions in the short time".

(AA, Personal communication, March 19, 2019)

"I feel confused with my answer because I do not believe whether my answer is correct or not" (F, Personal communication, March 9, 2019)

I am afraid because of lack of confidence with my listening ability" (AA, Personal communication, March 19, 2019).

In line with it, observation result showed that one of students told their lecturer that they were not prepared to submit their answer sheet because time was too short, most of students were busy to see their friends' answer sheet and one of students showed that panic reaction, for instance she became hurry in answer the question.

4.1.1.5 Classroom Environments

Based on data gained from interview and observation, I found most of students felt anxious because the classroom condition was noisy and one of the students felt anxious caused the classroom environment was too cold during listening class.

a. Classroom was Noisy

Based on data gained from interview, I found most of students were easy to get anxiety during listening class because of the classroom was too noisy. The result of interview could be seen below:

I feel anxious when my friend make a noise in the classroom” (DKS, Personal communication, March 19, 2019)

Sometimes, I am easy to get anxiety during listening class when the classroom condition is not quite”. (SR, Personal communication, March 19, 2019).

Additionally, the result above in line with the data of interview by *DHA, HL, F, E”*

In line with the data of interview, the result of observation showed that the classroom condition was noisy because most of students came late to the class. In the fact, the students who came late to the class allowed their lecturer to study listening class as usual.

b. The Classroom was Cold

Based on data gained from interview, I found most of students felt uncomfortable in listening class because the classroom was too cold. The result of interview could be seen below:

“The classroom is too cold for me, it make me uncomfortable to study listening” (AA, Personal communication, March 19, 2019)

“I usually feel anxious when I get coldness because it is hard for me to focus on that classroom condition” (DHA, Personal communication, March 19, 2019).

Then, the same opinion that supported by *“E, DKS, HL”*

In line with the interview result, the observation result showed that the classroom environment was too cold because the air conditions worked well and the classroom had 4 units of air conditions. Then, one of students wore jacket because she felt cold during listening class.

4.1.1.6 Technical Problem

Based on the data from the interview and observation, I found that most of students felt hard to catch the material when the sound of headphone could not work properly and most of students felt anxious when there was of technical problem in electricity.

a. The sound of headphone was unclear.

Based on data gained from interview, I found that most of students felt anxious when they felt hard to catch the information because the sound from headphone was not clear enough to listen. The result of interview could be seen below:

“The situations that make me feel anxious when the sound from headphone sometimes turn off but sometimes turn on” (DHA, Personal communication, March 19, 2019).

“I feel anxious when the sound of headphone was not clear because I miss one part important listening” (AA, Personal communication, March 19, 2019).

“Sometimes I feel panic when the sound from headphone is unclear” (F, Personal communication, March 19, 2019).

Additionally, the same opinion that supported by *“HL, DKS, SR, E”*

In line with the data of interview, the result from observation showed that one of students changed their sitting positions to near the audio. Then, one of students asked their friend because she lost one of important of information that she could not catch the information completely.

b. Technical Problem in Electricity

Based on data gained interview, I found that most of students felt anxious when there was technical problem in electricity. The result of interview could be seen below:

I feel anxious when the classroom is blackout because I lack of concentration to answer my answer sheet. (SR, Personal communication, March 19, 2019).

I feel uncomfortable, when there is technical problem in electricity because I lack of focus to answer the question correctly” (AA, Personal communication, March 19, 2019).

Then, the same opinion that supported by “*HL and F*”

In line with the data of interview, the result from observation showed that student felt shocked because when they studied listening there was technical problem in electricity, it made the classroom was dark, hot and noisy. In short, the audio could not be used as usual and handbook “*selective listening*” has become media of listening material.

4.1.1.7 Type of Assignments

Based on the interview and observation data, I found the type of assignment became a particular difficulty for students. Almost every student had different problem from different types of assignments. Here, students felt difficult to give their opinion and retell the information.

Based on data of interview, I found that some students had problem with the assignments. Some of students claimed that assignment too hard when the conversation was too long whereas students must gave their opinion related one content that discussed in the class and retell information what the speaker said. The result of interview could be seen below:

“I feel hard to give opinion based on one topic that given by lecturer with the correct grammar” (AA, Personal Communication, March 19, 2019)

“I feel anxious when my lecturer asked me to retell the information by my own words” (SR, Personal communication, March 19, 2019)

“The kind of task that make me feel difficult is the making of summarizing in every last meeting study retell information deeply” (DKS, Personal communication, March 19, 2019).

In line with the result of interview, the observation result showed that the lecturer asked students to rewrite information based on what speaker said with the correct grammar. They did not focused on listening but also they focused on writing whereas lecturer asked students rewrite one topic and students gave opinion in writing form with the grammar correctly.

4.4. Discussion

Based on the result of interview and observation I found the causes of students' listening comprehension anxiety of EFL learners at Muhammadiyah University, South Sumatera, Palembang. Although Vogelly (1998) categorized the causes of listening comprehension anxiety into 13 causes (nature of speech, level of difficulty, lack of clarity, lack of visual support, lack of repetition, inappropriate strategies, lack of processing time, cannot study for listening comprehension, could not check answer, lack of listening comprehension practice, the test thing, uncomfortable environment, fear of failure and instructional personality) and I found other causes besides of certain causes of listening comprehension anxiety that mentioned above namely: technical problem and type of assignment.

First, the difficulty of digesting native speakers' accent during listening comprehension process could make students anxious. This result was similar with the research conducted by Otair and Ibrahim (2017); Vogelly (1998) who found that students were fast to get anxiety when they found the different accents from the audio. Accent is a different way to speak a language. In English, there are many native speakers that have different accents (Levis & Zhou, 2018). In this study, the native speaker's accent would make students feel anxious because they were not used to native speaker accent. In the short, it made students feel hard to understand the message of what the native speaker said.

Then, students claimed that they were easy to get anxiety because they lacked of mastering in vocabulary that it was assumed to be difficult by students relating the material. This result was in line with Dewi (2018); Stawiarska (2013); Zhao (2016) who found that students felt worried and had lot of pressure when they were not familiar with the vocabulary that they heard from listening audio. Vocabulary was one of important aspects in listening comprehension. It has a strong relationship to listening. Zeeland (2013) states that having a lot of vocabularies was the main thing for someone to listen and listening can be source for someone to increase their vocabulary. Thus, lacked of vocabulary could make students feel anxious. In short, students could not catch the whole meaning of message that uttered by native speaker in listening audio.

Additionally, I found most of students felt anxious because they lacked of mastery in grammar of making summary. Students reported that it could make them hard to make summary with the grammar correctly. When I observed them,

lecturer asked students to rewrite based on what the speakers' said by using their own words completely. Then, based on lecturer statements, she told that in selective listening subject students were not focusing on listening skill but also they were focus on like TOEFL class. They learnt grammar in every last meeting such as they retold the information by their own words with the correct grammar.

Second, I also found most of students felt anxious because they were lacked of focus during listening class. This result was in line with Dewi (2018); Otair and Ibrahim (2017); Stawiarska (2013); Cheng (2005) who found that most of students felt anxious because they usually did not stay focused when they faced the listening task.

Third, lack of time allocation could make students felt anxious during listening class. Some of students felt anxious when the lecturer gave limited time for each questions. As the result, they felt difficult to organize time in answering of listening questions. Then, I found that most of students showed panic reactions when the lecturer asked them to submit their answer sheet asked to submit their answer sheets. This result was supported by Otair and Ibrahim (2017); Stawiarska (2013) who found students felt anxious and worry when the lecturer gave students limited time to answer of listening questions.

Fourth, another cause of listening comprehension was psychology aspect. One of students claimed that she was easy to get anxiety when they felt confused because she lost of one part of listening. Then, one of students reported that he was easy to get anxiety when they felt nervous during listening to the audio. Last,

one of students claimed that students easy to get anxiety when they felt afraid when follow listening class. According to Xu (2011) when anxiety is present in the classroom, anxiety made students nervous and afraid so make students poor performance in listening class.

Fifth, another cause of listening comprehension anxiety was classroom environment. Some of students felt anxious when the classroom was noisy because it would disturb their focus in the listening process. One student said that cold classroom environment could make her easy to get anxiety because it could make her difficult to concentrate in listening to the audio. This result was similar to study conducted by Pan (2016); Serraj (2015) who also found that students felt anxious because of physical surroundings such as, the room was too hot or cold, the room was too noise, the room was lack of oxygen or small and cramped.

Sixth, the other factor that causes students felt anxious was technical problem of quality of media. According to Dalton (1951) relax condition and good quality of media is the characteristic of ideal classroom. In this study, I found that the quality of media used in listening class was quite poor because it could not function properly. Most of students felt anxious when they listened the sound of headphone was not clear because they would felt difficult to follow the listening process and hard to catch the meaning of what the native speaker said. Then, there was technical problem in electricity made student felt shocked. As the result, the classroom was blackout, hot, dark and noisy. In the short, the audio could not used as usual and handbook "*selective listening*" has become media of listening material.

Seventh, other cause of listening comprehension anxiety was type of assignment. Based on interview result, I found that some students had problem with the assignments. Some of students claimed that assignment too hard when the conversation was too long whereas students had to give their opinion related one content that discussed in the class and retell information what the speaker said.