

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objective of the study, significance of the study, scope and limitation, hypothesis, and definition of key terms

A. Background of The Study

English is an International language which has an important role in the world development. English plays an important role almost in all aspects of life such as in politic, economic, science, communication, technology, education and so on. Moreover, English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects taught in education levels, since primary education level until higher education level. English as a global means of communication can be the reason that English is accommodated as one of the subjects taught at school. Automatically, teaching English as an International language is needed by all levels of education to be mastered. It has made educators from all levels of education try to facilitate the best way of teaching and learning English. As a result, the teaching and learning English has been placed in a very important position and has been taught in almost all countries in the world.

Teaching English as foreign language in Indonesia had been implemented since colonial era but it was inaugurated as compulsory foreign

language in 1967 based on Ministry of Education and Culture's decision. Although English has been taught for many years but many students still face problems toward it. As stated by Iffah, the big problem is they feel suppressed.¹ They did not want to practice English as far as their English is good. They feel anxious to make an error. This kind of problem is called foreign language anxiety (FLA) where the students feel anxious toward English as foreign language.

According to MacIntyre and Gardner as cited in Elaldi, Foreign Language Anxiety is “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning”.² Foreign language anxiety can occur if students experience several negative experiences in a foreign language context. The effects of FLA are making the students get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well.³

In communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others.⁴ In other words, students get difficulty in understanding others or being understood. Students usually fear to have negative evaluation so they are not

¹ Iffah Nur Arifah, “Pengajaran Bahasa Inggris di Indonesia Terlalu Kaku”, *Radio Australia*, <http://www.radioaustralia.net.au/indonesian/2014-05-30/pengajaran-bahasa-inggris-di-indonesia-terlalu-kaku/1318670>, 30th May 2014, accessed on 23rd March 2017.

² Şenel Elaldi, “Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey”, *Academic Journals*, Vol. 11 (2016), 219.

³ Elaldi, *Foreign Language Anxiety.*, 220.

⁴ *Ibid.*

brave to communicate in foreign language. In addition, language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language.⁵

Meanwhile, the students that set their standard of speaking as high as the level of native speakers cause anxiety because of failing to achieve the high standards.⁶ In addition, anxious students think that their language skills are weaker than their friends. For example, they are not brave to speak in English because they think that their speaking is weak than others. Another example is they cannot understand well on the spoken word that they are heard so the communication will be failed.

There are four skills in English. They are listening, speaking, reading and writing. Anxiety can be exposed in all skills in English such as in listening. Boris defines listening as receptive skill, in which people need the ability to receive spoken language.⁷ Serraj adds that listening is considered as the highest frequently used form of language skill and has a fundamental role in normal communication and educational performance.⁸ In other words, listening has important roles in human life, people listen more than speak, read, and write. As students need to spend most of their time listening to what their teachers says, such as, presenting lectures, telling directions or asking questions.⁹ When

⁵ Ibid.

⁶ Ibid.

⁷ Boris Ramadhika, "Improving Students' Listening Skills Using Animation Videos For The Eighth Grade Students Of SMPN 6 Magelang in The Academic Year of 2013/2014 (Unpublished Thesis). Yogyakarta State University, Yogyakarta, Indonesia

⁸ Samaneh Serraj, "Listening Anxiety in Iranian EFL learners", *International Journal of Scientific and Research Publications*, Vol. 5 (2015), 1.

⁹ Ibid.

they learn a new language, they need to hear the words of that language before they speak or verbalize the words. Thus, listening is the basis skill for improving other skills.

As the basis skill, listening is not easy for foreign language learners. Many students have difficulty in listening. They feel anxious in listening. In line with Fang Xu which states that for the most EFL (English as a foreign language) learners, listening is the most difficult one among the four skills.¹⁰ Even though many people and studies consider speaking has highest anxiety, but actually listening anxiety is also high. Although speaking is reported as the most anxiety-provoking skill, listening comprehension is indeed highly anxiety provoking if it is incomprehensible.¹¹

Listening anxiety arises in a situation when learners feel that a task they are faced with is either unfamiliar or too difficult for them.¹² This anxiety might be strengthened if the students in the wrong assumption that they must understand every word they hear. The other source of listening anxiety is how students perceive their own listening skill. This anxiety usually occurs during the listening comprehension process originates from a negative “listening self-concept” which is a low self confidence level in the listening skill area.¹³ Students or learners have the fear of interpreting the message incorrectly. This

¹⁰ Fang Xu, “Anxiety in EFL Listening Comprehension”, *Theory and Practice in Language Studies*, Vol. 1 (2011), 1709.

¹¹ Serraj, *Listening Anxiety in.*, 2.

¹² Ibid.

¹³ Ibid.

is because the students are lack of confidence and feeling of inadequacies in foreign language listening.

Anxiety, especially listening anxiety can effect students' listening comprehension achievement. Anxiety can produce poor listening. Poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary, but the increasingly important one is anxiety.¹⁴ Beside that, based on Golchi's research result, low anxious learners performed better in their listening comprehension tasks and also high anxious learners performed worse in their listening comprehension tasks.¹⁵

Some researchers have conducted researches related to listening anxiety. Such as Serraj Serraj in *Listening Anxiety in Iranian EFL learners* found the factors that influence listening anxiety, Golchi Mohammadi Golchi in *Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners* that concluded high and low anxious learners also differed in their listening comprehension, and Shengli Wang in *An Experimental Study of Chinese English Major Students' Listening Anxiety of Classroom Learning Activity at the University Level* showed a negative correlation between FLLA and the subjects' listening achievement.

¹⁴ Mona Mohammadi Golchi, *Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners*. *International Journal of English Linguistics*, Vol. 2 (2012), 115.

¹⁵ Golchi, *Listening Anxiety and Its Relationship*., 124.

In the conclusion, listening anxiety affects the listening comprehension. High and low anxious learners will be differed on the listening comprehension. Depart from this case, the researcher wants to investigate the correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri. This research is entitled “**The Correlation Between Listening Anxiety and Listening Comprehension Achievement of English Department Students of STAIN Kediri.**”

B. Research Problems

Based on the background of the study above, the researcher wants to investigate:

1. What is listening anxiety level of English Department Students of STAIN Kediri?
2. What is listening comprehension achievement of English Department Students of STAIN Kediri?
3. What is the correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri?

C. Objectives of The Study

From the research problems above, the researcher can set up the objectives of the study as the following:

1. The researcher wants to know the listening anxiety level of English Department Students.
2. The researcher wants to know the listening comprehension achievement of English Department Students.
3. The researcher wants to know what correlation between listening anxiety and listening comprehension achievement of English Department Students.

D. Significances of The Study

This research is expected to give contribution to foreign language learning, especially in listening classroom. Thus, this research is expected to be useful for the following parties:

1. To the students

This research is very useful for the students, especially for foreign language learners. This research will give description on the correlation between listening anxiety of English Department Students and listening comprehension. It will be useful because the students will know what is their listening anxiety level and their listening comprehension achievement. Besides that, the correlation between of those two variables will be known. Thus, the students can decrease their anxiety if they have high anxiety toward listening and they must improve their listening comprehension achievement.

2. To the teachers or lecturers

This research also will give contribution for the teachers or lecturers of English. They will know how is their students' listening anxiety and how is their students' listening comprehension. Beside that, this research gives representation about the correlation of those two variables. The result of this research can be a tool for the teachers or lecturers to determine the strategies to avoid anxiety during learning process, especially in the listening classroom.

3. To the further researchers

This research is useful for the further researchers who want to conduct the similar topic. This research can be used as reference so the next researchers can conduct a research in wider area of research.

E. Scope and Limitation

The scope of this research focuses on the correlation between listening anxiety and listening comprehension of English Department Students of STAIN Kediri. The students are the second semester of English Department Students. The limitation of this research does not discuss the other kinds of anxiety or topics such as listening strategies that are used by the students.

F. Hypothesis

The researcher sets up the hypothesis for this research. There are two hypothesis, they are H_0 (Null Hypothesis) and H_a (Alternative Hypothesis). Below is the description of the hypothesis:

Ho : There is no correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri.

Ha : There is correlation between listening anxiety and listening comprehension achievement of English Department Students of STAIN Kediri.

G. Definition of Key Terms

1. Correlation

Correlation is defined as a relationship between two variables. The whole purpose of using correlations in research is to figure out which variables are connected. In this case, the correlation in this research is the relationship between two variables, they are listening anxiety and listening comprehension.

2. Anxiety

Anxiety is defined as a negative feeling such as feeling tension, nervousness, worry, and apprehension toward something. Anxiety can be produced by students or learners that learn a new language like learning foreign language. These kinds of feeling can obstruct learning process because it can make students feel worry in learning process.

3. Listening Comprehension

Listening comprehension is the process of understanding the spoken language that include knowing the sounds, comprehending the meaning,

understanding the sentence. In other words, listening comprehension is the understanding of what the listener has heard. In this research, the listening comprehension will be gotten from the Mid Term Test Score that will be done by second semester of English Department Students of STAIN Kediri.