

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories that are going to apply to do the research. It describes the theory and explanation on listening anxiety and listening comprehension achievement. The explanation will be discussed below:

A. Anxiety

1. The Nature of Anxiety

Anxiety has evolved over millions of years on human. It appears on human as a response to a particular situation. It can be identified as a feeling of being threatened, apprehension, tension, or worry. Freud cited in Strongman defines anxiety as a signal from ego about real or potential danger. The unpleasantness of a threat causes anxiety which in turn leads to repression as a way of getting the person out of danger.¹⁶ Anxiety involves a series of responses and reflexes that prepare us to avoid or deal with danger.¹⁷ That is why, we have anxiety to prevent us from getting hurt.

According to Carlson and Buskist in Mustachim, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and

¹⁶ KT Strongman, “Theories of Anxiety”, *New Zealand Journal of Psychology*, Vol. 24 (1995), 4.

¹⁷ Terry Dixon, *Understanding Anxiety Problems* (America: Help for, 2012), 5.

tightness in the stomach.”¹⁸ Then, Taylor cited in Ratih asserts that the unpleasant feeling generally causes physiological symptoms (such as shaking, sweating, increased heart rate, etc.) and psychological symptoms (such as panic, tense, confused, unable to concentrate, and so on).¹⁹ The anxiety intensity is difference. It depends on the seriousness of the threat and somebody readiness to face the threat. The depressed feeling, helplessness will appear when people are not ready to deal with the threat.

Almost people define anxiety is similar to fear. Actually, both of them are different. Fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.²⁰ It is in line to Berger cited in Em that defines anxiety as “the feeling of being uneasy, tense, worried, or apprehensive about what might happen.”²¹ So, it is clear that anxiety is a feeling of being threatened, apprehension, tension and worry as a response to a particular situation or something that might happen in the future.

2. The Types of Anxiety

People do not always experience anxiety on the same intensity. Some individuals are more disposed to anxiety than others, but some are not. It is necessary to differentiate individuals who are often anxious or

¹⁸ Anggiyana Mustachim, “Students’ Anxiety in Learning English” (Unpublished Thesis, The State Islamic University Syarif Hidayatullah, Jakarta, 2014) 4.

¹⁹ Ratih Putri Pratiwi, *Pengertian Kecemasan*, <http://psikologi.or.id>, 1.

²⁰ Mustachim, *Students’ Anxiety in.*, 4.

²¹ Griffin Em, *A First Look at Communication Theory* (New York: McGraw-Hill, 2012), 133.

who are not. That is why, Pappamihiel proposes the types of anxiety into three types. They are *trait anxiety*, *state anxiety* and *situational anxiety*.²²

Someone who is more anxious or more prone to become anxious regardless of situation is having *trait anxiety*. *Trait anxiety* is anxiety as a part of person's character and be more serious disorder. A person who is having *trait anxiety* is likely to feel anxious in various situations. This anxiety is assumed as harmful because it will hamper language learning when it becomes a person's trait.²³

While, someone who appraise situation as being threatening or not within reasonable limits is said having *state anxiety*. In other words, this anxiety is arises in particular situation, not permanent. For example, a person usually is not anxious but becomes so when he/she is asked to make public speech. Most people experience *state anxiety* which also known as normal anxiety.²⁴

Whereas, someone who suffers from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present is having *situational anxiety*. For example, a student may be anxiety-free when writing an essay in his language, but when he/she is

²² N Eleni Pappamihiel, "English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom", *Research in the Teaching of English*, Vol. 36 (2002), 330.

²³ Siti Isrokah, "The Correlation Foreign Language Listening Anxiety and Listening Comprehension Achievement of the Tenth Grade Students of MAN 2 Palembang" (Unpublished Thesis, State Islamic University (UIN) Raden Fatah Palembang, Palembang, 2016), 27.

²⁴ Mustachim, *Students' Anxiety in.*, 5.

asked to write a similar essay in English, as foreign language, the same student may feel higher levels of anxiety.²⁵

In the conclusion, anxiety can be divided into three types. They are *trait anxiety*: anxiety as a part of person's character; *state anxiety*: the anxiety arises in certain situation; and *situational anxiety*: anxiety is produced when certain factors are present.

B. Anxiety and Foreign Language

1. Foreign Language Anxiety

Anxiety can be produced when learning or using second or foreign language. Anxiety in foreign language is called foreign language anxiety. Foreign language anxiety (FLA) is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language."²⁶ Simply, FLA is a specific anxiety which is related to language learning. MacIntyre and Gardner cited in Mustachim adds that FLA is "a fear or apprehension occurring when a learner is expected to perform in the target language."²⁷ Anxiety is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension.²⁸ Furthermore, Horwitz et.al explains that Foreign Language Anxiety (FLA) is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the

²⁵ Pappamihel, *English as a Second Language.*, 330.

²⁶ Mustachim, *Students' Anxiety in.*, 6.

²⁷ Ibid.

²⁸ Xu, *Anxiety in EFL.*, 1709.

uniqueness of the language learning process. According to them, foreign language anxiety has three components: communication apprehension, test anxiety, and fear of negative evaluation.²⁹

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people.³⁰ Communication apprehension plays a large role in foreign language anxiety since interpersonal interactions are the main emphasis in foreign language class. In foreign language class, students are asked to communicate using the target language. Their limitation capabilities in target language may derive them to communication apprehension. Difficulty in speaking or in listening to or learning a spoken message are all manifestations of communication apprehension. Communication apprehension occurs when students have difficulty understanding others (in listening) and making oneself understood (in speaking).³¹

Then, test anxiety is related to discussion foreign language anxiety since performance evaluation has been ongoing feature in most foreign language classes. According to Sarason in Mustachim, test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation.”³² It means that test anxiety occurs when students are in evaluation situation. Students may have unpleasant experience on their previous test which make them fear

²⁹ Horwitz et.al, “Foreign-Language Classroom Anxiety”, *Modern Language Journal*, Vol. 70 (1986), 128.

³⁰ Horwitz et.al, *Foreign-Language.*, 126.

³¹ Ibid.

³² Mustachim, *Students' Anxiety in.*, 7.

failing to the next test. They think the unrealistic demand that anything except a perfect test is a failure.

While fear of negative evaluation, is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.³³ Although it is similar to test anxiety, but it is wider in scope. Horwitz et.al asserts that it is not limited to test-taking situations, rather, it may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class.³⁴ In foreign language class, students are likely to have a fear of negative evaluation from both teachers or their friends in the class.

Furthermore, anxiety is quite possibly the affective factor that most pervasively obstructs the learning process.³⁵ Since anxiety has been found as a vital factor affecting language learning, it is fundamental to identify students who are anxious in a foreign language class.³⁶ As a result, Horwitz et al. have developed a scale to measure the amount of anxiety that students may experience in learning a foreign language. They named the scale "Foreign Language Classroom Anxiety scale" (FLCAS).

³³ Horwitz et.al, *Foreign-Language.*, 128.

³⁴ Ibid.

³⁵ Xu, *Anxiety in EFL.*, 1709.

³⁶ Horwitz et.al, *Foreign-Language.*, 128.

2. Cause and Effects of Foreign Language Anxiety

Learning anxiety can be caused by several factors. Young identifies six interrelated potential sources of language anxiety from three points of view: the learner, the teacher, and the instructional practice.³⁷ He mentioned the reason of language anxiety as:

- a. personal and interpersonal anxiety
- b. learner beliefs about language learning
- c. instructor beliefs about language teaching
- d. instructor-learner interactions
- e. classroom procedures
- f. language testing.³⁸

Meanwhile, other researchers argue that in foreign language learning context, learners may experience anxiety caused by problems related to communication apprehension (e.g., difficulty in understanding the teacher's instruction) negative evaluation (e.g., fear of correction and fear of making mistakes) and a general feeling of anxiety (e.g., fear of failing the class).³⁹

Furthermore, Serraj & Noreen states that many language teaching professionals argued the existence of learning anxiety among students can affect their performance.⁴⁰ Besides, learning anxiety can influence

³⁷ Samaneh Serraj & Nooren, "Relationship among Iranian EFL Students' Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension", *English Language Teaching*, Vol. 6 (2013), 3.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Ibid.

student's learning and their fluency of speech. In line to Kondo & Ling cited in Serraj assert that learners who feel anxious may have problems such as reduced word production and difficulty in understanding spoken instructions.⁴¹

MacIntyre as cited in Serraj & Noreen lists five major effects of anxiety on second or foreign language learning and performance as following⁴²:

- a. Academically, language anxiety is one of the best predictors of language proficiency since high levels of language anxiety are associated with low levels of academic achievement in second or foreign language learning.
- b. Socially, learners with high anxiety level are not interested to take part in interpersonal communication with others.
- c. Cognitively, anxiety can occur at any stage of language acquisition. Anxiety can become an affective filter that prevents certain information from entering a learner's cognitive processing system.
- d. Anxiety arousal can influence the quality of communication output as the retrieval of information may be interrupted when learners get anxious.
- e. Personally, language learning experience could, under some circumstances, become a traumatic experience.

⁴¹ Ibid.

⁴² Ibid.

3. Foreign Language Listening Anxiety

In learning a foreign language, listening becomes more important because learners need to understand what is said to them for getting successful communication. Golchi states that the necessity of developing listening skill for FL learner as aural comprehension is the essential element in an act of communication.⁴³ 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.⁴⁴ In other words, listening is more frequently used than speaking, reading, and writing.

Listening is also the basis skill for improving other skills. As students need to listen to what their teachers say, such as, presenting lectures, telling directions or asking questions.⁴⁵ When they learn a new language, they need to hear the words of that language before they speak or verbalize the words. Although listening is the basis skill but it is not easy for foreign language learners. Many learners or students get difficulty when they are in listening classroom. When L2 learners are involved in listening activities, they are not allowed to control the topic, speed, or volume of the speech.⁴⁶ Unlike reading comprehension, learners can manage the input while listeners have fewer chances for repetition and correction in listening because the delivery rate is

⁴³ Golchi, *Listening Anxiety and Its Relationship*, 116.

⁴⁴ Serraj, *Listening Anxiety in*, 1.

⁴⁵ Ibid.

⁴⁶ Joohae Kim, "Anxiety and Foreign Language Listening", *English Teaching*, Vol. 57 (2002), 4.

controlled by the producer.⁴⁷ This condition becomes one of factors that produces anxiety.

Many people and studies consider speaking has highest anxiety. As stated by Fang Xu, in most of the literature on language leaning anxiety, students have reported that speaking in the foreign language produces the most anxiety. Whereas, listening anxiety has begun to surface as a problematic area for students.⁴⁸ Krashen in Serraj asserts that, although speaking is reported as the most anxiety-provoking skill, listening comprehension is indeed highly anxiety provoking if it is incomprehensible.⁴⁹ Listening anxiety have to be concern for educators because it is often be ignored so students cannot improve their other skills because of listening anxiety.

Listening anxiety can affect students' performance actually in their listening comprehension achievement. A breakdown of comprehension process might occur when there is "anxiety about failure to understand or being accountable for a respon."⁵⁰ Golchi states that 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.⁵¹ Thus, listening anxiety can produce poor listening comprehension achievement. Beside that, Golchi concludes that low

⁴⁷ Ibid.

⁴⁸ Xu, *Anxiety in EFL.*, 1710.

⁴⁹ Serraj, *Listening Anxiety in.*, 2.

⁵⁰ Kim, *Anxiety and Foreign.*, 5.

⁵¹ Golchi, *Listening Anxiety and Its Relationship.*, 115.

anxious learners performed better in their listening comprehension tasks and also high anxious learners performed worse in their listening comprehension tasks.⁵²

According to Scarcella and Oxford, listening anxiety occurs when students feel they are faced with a task that is too difficult or unfamiliar to them.⁵³ Beside that, listening anxiety can be occurred when the students have false judgment that they must understand every word they hear. Chastain mentions since listening is a complicated skill learners often have the fear of interpreting the message incorrectly.⁵⁴ This is because the students are lack of confidence and feeling of inadequacies in foreign language listening.

Kim in Golchi studies the foreign language listening anxiety and developed Foreign Language Listening Anxiety Scale (FLLAS).⁵⁵ One of the main findings of her study is the two-factor solution of her factor analysis of the foreign language listening anxiety scale: tension and worry over English listening and lack of confidence in listening, respectively.⁵⁶ Beside that, she also found a moderate association between listening anxiety and listening proficiency and demonstrated the case that listening anxiety interferes with foreign language listening.

⁵² Ibid., 124.

⁵³ Xu, *Anxiety in EFL.*, 1710.

⁵⁴ Serraj, *Listening Anxiety in.*, 2.

⁵⁵ Golchi, *Listening Anxiety and Its Relationship.*, 116.

⁵⁶ Isrokah, *The Correlation Foreign Language.*, 35.

C. Listening Comprehension

There are many definitions of listening. Rost as cited in Vandergrift defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation).⁵⁷ Another definition states that listening is an active, purposeful process of making sense of what we hear.⁵⁸

According to Vandergrift, listening comprehension is a complex active process that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, and interpret all immediately based on the larger socio – cultural context of the utterance.⁵⁹ Thus, listening comprehension involves a great deal of activities because listening comprehension involves receptive, constructive, and interpretive aspects of cognition.⁶⁰

Meanwhile, listening is one of English skills that is often considered as passive activity. On the contrary, it is active activity in which listeners must distinguish among sounds, understand words and grammar, interpret intonation, and retain information to interpret it in the context or setting in

⁵⁷ Larry Vandergrift, *Listening: Theory and Practice in Modern Foreign Language Competence*, Subject Centre for Languages, Linguistics and Area Studies Good Practice Guide, <https://www.llas.ac.uk/resources/gpg/67>

⁵⁸ Ary Setya Budhi Ningrum, “Teaching English as a Foreign Language (Selected Readings)”, (Unpublished book), 26.

⁵⁹ Isrokah, *The Correlation Foreign Language.*, 30.

⁶⁰ Ibid.

which the exchange takes place.⁶¹ Sheila in Ramadhika asserts that listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding.⁶² The stages occur in sequence but we are generally unaware of them. In short, listening is complex process in which listeners match what they hear with what they already know.

Because listening is the complex process, it needs to understand how listening process functions. There are three processing models. They are bottom – up model, top – down model, and interactive model, that are described below⁶³:

1. In the bottom – up processing, listeners start with the component parts: words, grammar, and the like.⁶⁴ According to Flowerdew & Miller in Isrokah, in the bottom – up model, listeners build understanding starting with the smallest units of the acoustic message; individual sounds or morphemes.⁶⁵ Then, these are combined into words, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine to create ideas, concepts and relationship between them. It is difficult to get overall context of the text.

⁶¹ Rolando Guzman Martinez, “Effects on Teaching Listening Skills Through Videos to Advanced Students from the Foreign Language Department at the University of EL SAVADOR During the First Semester 2010” (Unpublished Thesis, University of EL SAVADOR, Central America, 2010), 9.

⁶² Ramadhika, *Improving Students’ Listening Skills.*, 6.

⁶³ Isrokah, *The Correlation Foreign Language.*, 31-32.

⁶⁴ Ningrum, *Teaching English as.*, 26.

⁶⁵ Isrokah, *The Correlation Foreign Language.*, 31.

2. In top – down processing, listeners start from their background knowledge.⁶⁶ In line to Flowerdew & Miller in Isrokah that emphasize the use of previous knowledge in processing a text.⁶⁷ In this process, listeners will miss some details in the text.
3. Interactive processing which combines bottom – up and top – down processings.⁶⁸ In the process, listeners base their information on their knowledge of life (top – down information) as they generate vocabulary and sentences (bottom – up data). The result is more integrated attempt at processing.

Moreover, listening is not easy activity to do because it is complex. It takes more than just receiving sound waves, but transmitting these ones to the brain for later application.⁶⁹ It is true because listening is not just receiving the sounds and transmitting to the brain but learners also need strategies in listening process. Then, Brown and Yule cited in Nunan suggest that there are four clusters of factors which can affect the difficulty of oral language tasks relate to:⁷⁰

1. The speaker which includes how many the speakers, how quickly they speak, and what types of accent they have.
2. The listener which includes the role of the listener whether a participant or eavesdropper, the level of response required, the individual interest in the subject.

⁶⁶ Ningrum, *Teaching English as..*, 26.

⁶⁷ Isrokah, *The Correlation Foreign Language..*, 31.

⁶⁸ Ibid.

⁶⁹ Martinez, *Effects on Teaching Listening Skills..*, 9.

⁷⁰ Nunan, *Language Teaching Methodology*, 24.

3. The context which includes grammar, vocabulary, information structure, background knowledge assumed.
4. Support which includes the availability of pictures, diagrams or other visual aids to support the text.

While Atasheneh & Izadi defines listening as the ability to identify and understand what others are saying.⁷¹ The ability to listen and understand spoken language is important in oral communication. People cannot speak up when they are failing to understand the spoken language. That is why, listening has to be mastered for language learners. Harmer also proposes the reasons why listening has to be taught. He proposed three reasons as the following:⁷²

1. To let students hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. Nowadays, students need to cover not only one variety of English but also to varieties such as American English, Australian English, Indian English, and so on.
2. Teaching listening helps students to acquire language unconsciously even if teachers do not draw attention to its special features. Students not only get information about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress when they listen to appropriate tapes.

⁷¹ Naser Atasheneh & Izadi, “The Role of Teachers in Reducing/Increasing Listening Comprehension Test Anxiety: A Case of Iranian EFL Learners”, *English Language Teaching*, Vol. 5 (2012), 179.

⁷² Jeremy Harmer, *How to Teach English* (England: Longman, 1998), 97-98.

3. Students get better at listening when they listen more. Mastering listening skill will help them to better listeners.

D. Achievement

1. Definition of Achievement

Learning has a purpose to make students understand the materials that they have learnt. In formal education, learning has to show the positive change. The positive change is like the new knowledge that is gained by the learners. The positive change in education is called achievement. Students' achievement reflects a student learning process result.⁷³ The result of learning process is a need for students so they can improve their capabilities to make their comprehension is increasing. Furthermore, learning is a process of change from an incompetence state to competence state and taking place in a certain period of time.⁷⁴ Thus, a successful learning is learning in which the positive change is occurred.

Achievement is an outcome of education. Mostly, achievement is shown by students' grades or scores.⁷⁵ In line to Hsiang-Yung Feng, "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers."⁷⁶ Although scores cannot show students'

⁷³ Ahmad Muhimuddin, "The Correlation Between The Students' Need for Achievement and Their Academic Achievement of English Department Students of STAIN Kediri" (Unpublished Thesis, State College for Islamic Studies (STAIN) Kediri, Kediri, 2011), 16.

⁷⁴ Ibid.

⁷⁵ Miftahurroifah, *The Correlation Between The Anxiety.*, 17.

⁷⁶ Hsiang-Yung Feng et.al, "The Relationship of Learning Motivation And Achievement In Efl: Gender As An Intermediated Variable", *Educational Research International*, Vol. 2 (October, 2013), 52.

achievement completely but it can be a hold to describe the achievement. To know students' achievement, we need to do an evaluation after the students pass their learning activity. In formal education uses some tools to measure learning achievement. The tools can be a test or examination. Then the result is recorded in a report book or test score or *KHS (Kartu Hasil Studi)*.

In the conclusion, students' achievement is the result of learning process that is gained by the students. The tools are used to measure the achievement are test or examination. The result may in numerical scores form.

2. The Factors that Determine Students' Achievement

To have a good achievement, there are some factors that must be attended by the students. Many students have failed in education process, then they improve their achievement but they are failed in result. That is why, students must consider the factors that contribute to the students' achievement. Rohmalina mentions the factors as the following:⁷⁷

a. Internal Factor

Internal factor is factor that come from students themselves. It can be physiology and psychological.

1. Physiological

Physiology is physical condition of the students. Health body will make a good achievement. On the contrary, unhealthy body

⁷⁷ Rohmalina Wahab, *Psikologi Belajar* (Jakarta: Rajawali Press, 2016), 249-250.

will affect students in their learning so they can fail in their achievement.

2. Psychological

Psychological factor covers intelligence, concern, interest, motivation, and aptitude.

- a. Intelligence, this factor is related to students' *Intelligence Quotient (IQ)*.
- b. Concern, concern, which is directed well, will produce well understanding and ability.
- c. Interest, high willingness towards something.
- d. Motivation, is internal condition that boosts someone to do something.
- e. Aptitude, potential ability to gain achievement in the future.

b. External Factor

External factor is factor that comes from students' environment. The forms of external factor are social, and nonsocial.

1. Social, which consists of family environment, school environment, and society environment.
2. Nonsocial, which consists of school's condition and location, house's condition and location, school equipment and learning source, weather and timing in study. Those factors determine students' achievement in the school.

- c. Approach to learning, is student's effort includes method and strategy that are used by the students in learning process.

3. Listening Comprehension Achievement

In learning listening, students are required to gain achievement as sign of successful learning and teaching. Listening achievement is one of achievement that students have to get in order to finish their learning in English subject. Listening comprehension achievement is students' mastery on listening subject that is taken from the test score.⁷⁸ The students can achieve their listening achievement if they have passed their learning in listening from a period of time. They can reach their goal in listening if they understand the materials and have a high score in listening test.

E. Previous Studies

There are some studies that had conducted researches in which related to this research. The studies are as following:

The first study was conducted by Zhai Lili in 2015. Her journal is entitled "Influence of Anxiety on English Listening Comprehension: An Investigation Based on the Freshmen of English Majors" which investigate 82 freshmen of English major from 2 classes. The result is the subjects of her research experience a little high listening anxiety. Then, the result also indicates that much higher anxiety interferes with the processing of listening

⁷⁸ Dede N. Faridah, "The Relationship Between Students' Learning Style and Their Achievement in Listening Skill" (Unpublished Thesis, Syarif Hidayatullah State Islamic University Jakarta, Jakarta, 2014), 15.

comprehension, and the stronger anxiety the students experience, the worse listening achievements they make.⁷⁹

The second study is entitled “Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners” by Golchi in 2012. Golchi investigated 63 IELTS learners. They were all native speakers of Persian. Golchi uses questionnaire that is FLLAS (Foreign Language Listening Anxiety Scale) developed by Kim which consists of 33 likert-scale items. One of the results is a significant negative correlation was found between listening anxiety and listening comprehension with $r = -.63$ and $p < .05$.⁸⁰ Based on the result obtained, when IELTS learners’ level of listening anxiety increased, their listening comprehension decreased.

The third study was conducted by Joohae Kim entitled “Anxiety and Foreign Language Listening” in 2002 that investigated two hundred fifty-three university students but eight subject did not follow the instructions and their data were thrown out, and leaving 245 samples. One of Kim’s investigation is the correlation between FLLAS and listening proficiency. The result shows significant negative correlation between FLLAS and listening proficiency with $r = -0.45$.⁸¹ Thus, students with higher level of listening anxiety, the lower level of listening proficiency and *vice versa*.

⁷⁹ Zhai Lili, “Influence of Anxiety on English Listening Comprehension: An Investigation Based on the Freshmen of English Majors”, *Studies in Literature and Language*, Vol. 11, 2015, 42.

⁸⁰ Golchi, *Listening Anxiety and Its Relationship.*, 120.

⁸¹ Kim, *Anxiety and Foreign.*, 22.

The fourth is “Relationship among Iranian EFL Students’ Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension” by Samaneh Serraj & Noreen bt. Noordin in 2013. The participants were 210 students. The study resulted that a significant negative correlation was found between listening anxiety and listening comprehension with $r = -.414$ and $p < .05$.⁸² This means that as learners’ foreign language listening anxiety decreases, their listening comprehension performance increases.

The fifth study is entitled “Listening Comprehension and Anxiety in the Arabic Language Classroom” by Hussein Elkhafaifi in 2005. The study investigates how FL learning anxiety and listening anxiety are related, and how, in turn, they affect student achievement and listening comprehension performance in Arabic. The participants are 453 students enrolled in Arabic language programs courses but 220 participants were excluded because their instructors did not report separate listening comprehension grades for them. One of the results is there is a significant negative correlation between listening anxiety (FLLAS) and the final listening comprehension grade ($r = -.70$, $p < .01$), which indicates that students who reported higher listening anxiety had lower listening comprehension grades than students who reported lower anxiety.⁸³

While this research has differences to the previous studies. The main difference is the location of the research. In this research, the researcher

⁸² Serraj & Nooren, *Relationship among Iranian EFL.*, 6.

⁸³ Hussein Elkhafaifi, “Listening Comprehension and Anxiety in the Arabic Language Classroom”, *The Modern Language Journal*, 2005, 212.

conducts a research in STAIN Kediri. The second difference is the sample size. This research investigates 84 English Department Students. The third difference is the instrument. The researcher uses Mid Term Test Score List for investigating listening comprehension achievement.