

**THE CORRELATION BETWEEN FOREIGN LANGUAGE
LISTENING ANXIETY AND LISTENING COMPREHENSION
ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF
MAN 2 PALEMBANG**



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THE CORRELATION BETWEEN FOREIGN LANGUAGE LISTENING ANXIETY AND LISTENING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF MAN 2 PALEMBANG

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Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN FOREIGN LANGUAGE LISTENING ANXIETY AND LISTENING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF MAN 2 PALEMBANG”**, ditulis oleh saudari **Siti Isrokah (11250056)** telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah UIN Raden Fatah Palembang. Demikianlah terima kasih.

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Pembimbing II

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This thesis is dedicated to:

My beloved parents,

My lifetime teachers,

&

My big family

*“Words can’t express how grateful I am to be
here.”*

Matta

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَيُحِقُّ اللَّهُ الْحَقَّ بِكَلِمَاتِهِ وَلَوْ كَرِهَ الْمُجْرِمُونَ ٨٢

“And Allah will show the truth to be the truth by His words, though the guilty may be averse (to it).” (QS. Hud: 82)

وَأَقِمِ الصَّلَاةَ طَرَفِي النَّهَارِ وَزُلْفَا مَنْ اللَّيْلِ إِنَّ الْحَسَنَاتِ
يُذْهِبْنَ السَّيِّئَاتِ ذَلِكَ ذِكْرَى لِلذَّكِرِينَ ١١٤

“And keep up prayer in the two parts of the day and in the first hours of the night; surely good deeds take away evil deeds this is a reminder to the mindful.” (QS. Hud: 114)

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S. Isy.

CONTENTS

| | |
|--|------------|
| ACKNOWLEDGEMENTS..... | i |
| CONTENTS | ii |
| ABSTRACT | iv |
| LIST OF TABLES | v |
| LIST OF APPENDICES | vi |
| LIST OF DOCUMENTATION | vii |
| I. INTRODUCTION . | 1 |
| 1.1. Background | 1 |
| 1.2. The Problems of the Study..... | 8 |
| 1.3. The Objectives of the Study..... | 8 |
| 1.4. Significance of the Study | 9 |
| 1.5. Hypothesis of the Study | 11 |
| 1.6. Criteria of Testing the Hypothesis | 11 |
| II. LITERATURE REVIEW | 13 |
| 2.1. The Nature of Anxiety | 13 |
| 2.1.1. Types of Anxiety..... | 14 |
| 2.1.2. Cause and Effect of Anxiety | 15 |
| 2.2. The Concept of Listening Comprehension..... | 17 |
| 2.3. The Concept of Listening Anxiety | 20 |

| | |
|--|-----------|
| 2.4. Previous Related Studies | 23 |
| III. METHODS AND PROCEDURES | 27 |
| 3.1. Research Design | 27 |
| 3.2. Variables of the Study | 28 |
| 3.3. Operational Definitions | 28 |
| 3.4. Population and Sample..... | 29 |
| 3.4.1. Population of the Study | 29 |
| 3.4.2. Sample of the Study | 30 |
| 3.5. Techniques for Collecting the Data | 32 |
| 3.6. Validity and Reliability | 41 |
| 3.6.1. Validity | 41 |
| 3.6.1.1. Construct Validity | 41 |
| 3.6.1.2. Validity of Each Question Items | 41 |
| 3.6.1.3. Content Validity | 42 |
| 3.6.1.4. Validity of Questionnaire | 43 |
| 3.6.2. Reliability | 44 |

| | |
|--|-----------|
| 3.7. Techniques for Analyzing the Data | 46 |
| 3.7.1. Techniques of Scoring Questionnaire and Test | 46 |
| 3.7.2. Techniques of Analyzing Test And Questionnaire | 47 |
| IV. FINDINGS AND INTERPRETATION..... | 49 |
| 4.1. Findings | 49 |
| 4.1.1. Result of FLLA Questionnaire | 49 |
| 4.1.2. Result of Listening Comprehension Achievement Test | 50 |
| 4.1.3. Prerequisite Analysis | 52 |
| 4.1.3.1. Normality Test | 52 |
| 4.1.3.2. Linearity Analysis | 52 |
| 4.1.4. Correlation between FLLA and Listening Comprehension Achievement Test | 53 |
| 4.1.5. Influence of Students' Foreign Language Listening Anxiety on their Listening Comprehension Achievement | 54 |
| 4.2. Interpretation of the Study | 55 |
| V. CONCLUSIONAND SUGGESTIONS..... | 58 |
| 5.1. Conclusion | 58 |
| 5.2. Suggestions | 59 |
| REFERENCES | 61 |
| APPENDICES | |
| DOCUMENTATIONS | |

LIST OF TABLES

| | | P age |
|----------|---|----------|
| Table 1 | Factors of Listening Anxiety..... | 21 |
| Table 2 | Population of the study..... | 29 |
| Table 3 | Sample of the Study | 30 |
| Table 4 | Questionnaire Spesification | 31 |
| Table 5 | Likert -Scale of FLLAS Questionnaire | 32 |
| Table 6 | Listening Comprehension Test Spesification..... | 34 |
| Table 7 | Listening Achievement Scaled- score | 36 |
| Table 8 | Listening Comprehension Score Descriptor..... | 37 |
| Table 9 | CEFR Scale | 39 |
| Table 10 | Listening Comprehension Achievement Level | 39 |
| Table 11 | Validity Result of Questionnaire Items | 43 |
| Table 12 | Reliability Result of Questionnaire Items | 45 |
| Table 13 | Degree of Correlation Coefficient | 47 |
| Table 14 | Distribution of Foreign Language Listening Anxiety Questionnaire Score | 49 |
| Table 15 | Distribution of Students' Listening Comprehension Test | 50 |
| Table 16 | The Distribution of Listening Comprehension Achievement Test Based on the Anxiety Levels | 50 |
| Table 17 | Table of Correlation Analysis | 51 |
| Table 18 | Table of Regression Analysis | 53 |

LIST OF APPENDICES

- Appendix A : Foreign Language Listening Anxiety Questionnaire (FLLAS)
- Appendix B : Listening Comprehension Achievement Test
(Audio Transcript, Answer Sheet, and Answer Key)
- Appendix C : Tryout result of questionnaire and validity result of Each Questionnaire Items
- Appendix D : The result of foreign language listening anxiety questionnaire (Try out)
- Appendix E : Distribution of FLLAS Questionnaire (Try out)
- Appendix F : Validity of FLLAS Questionnaire (Try out)
- Appendix G : Reliability of FLLAS Questionnaire (Try out)
- Appendix H : Normality test of FLLAS Questionnaire and
Normality test of Listening Comprehension test
- Appendix I : Linearity Test of FLLAS Questionnaire and Listening Comprehension Achievement
- Appendix J : Distribution of Descriptive Frequency of FLLAS Questionnaire
- Appendix K : Distribution of Descriptive Frequency of Listening Comprehension Achievement Test
- Appendix L : Distribution of Descriptive Statistics
- Appendix M : Correlation and Regression Analyses Statistics Table

LIST OF DOCUMENTATIONS

1. Foto Copy Kartu Mahasiswa
2. Foto Copy Kwitansi Bayaran
3. Sertifikat TOEFL
4. Lembar Pengesahan Pengajuan Judul Skripsi
5. Lembar Penunjukan Pembimbing
6. Surat Keputusan Penunjukan Pembimbing
7. Fotokopi Transkrip Nilai
8. Consultation Card
9. Surat Izin Try Out
10. Surat Keterangan Telah Melakukan Try Out
11. Surat Izin Penelitian dari Fakultas
12. Surat Keterangan Telah Melakukan Penelitian
13. Fotokopi Sertifikat Komputer, KKN, BTA dan Ospek
14. Foto Penelitian
15. Hasil Ujian Komprehensif
16. Surat Keterangan Bayaran Ujian Komprehensif dan Munaqosah
17. Hasil Ujian Skripsi
18. Lembar Konsultasi Revisi Skripsi

CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problem of study, (3) objectives and study, (4) significance of study, (5) hypotheses, and (6) criteria of testing hypotheses.

1.1. Background

Traditionally, the focus of research in foreign language acquisition (FLA) has been primarily focused on issues such as language pedagogy (Grammar Translation Method, Audiolingual, etc), content of pedagogical instruction, and ways to improve them (Gojian, 2013, p. 1057). Consequently, the implication of the research remained restricted to the learning and teaching of the language itself.

Otherwise, individual difference variables such as aptitude, motivation and learnings strategies have been recognized as influential factors in foreign language learning (Dörnyei & Skehan, 2003, p. 1096). For example, emotion –can have facilitating or debilitating effects on learning and can affect one’s motivation to learn (Dirkx, 2001, p. 2). Among all the individual difference variables, anxiety appears to be especially emotional feelings may be aroused when learning and using a foreign language (Zhang, 2013, p. 2-3).

Some researchers suggested that anxiety was actually ‘helpful’ or ‘facilitating’ in some ways, such as keeping students alert (Xu, 2011, p. 1710).

Helpful anxiety has been shown in a few studies conducted by Ehrman and Oxford (1995); Kleinmann (1977); and Chastain (1975).

Though some language researchers assert that a positive mode of anxiety exists, most language research shows a negative relationship between anxiety and performance (Xu, 2011, p. 1710). The negative kind of anxiety is sometime called ‘debilitating anxiety’ because it harms learner’s performance in many ways.

It is also supported by Krashen (2015, p. 4) in his Affective Filter Hypothesis, which states that there exists a mental block – an inability to remember or think of something one’s normally can do and it oftens caused by emotional tension– caused by affective factors such as motivation, anxiety, attitude, which prevents acquisition from fully utilizing the comprehensible input they receive. Therefore, acquirers with a high affective filter (filter is “up”) fail to take in the available target language.

Research studies designed to determine the effect of anxiety in the classroom have indicated that anxiety is common among students (Atasheneh & Izadi, 2011, p. 178). A previous body of literature suggests that a high level of foreign language anxiety interferes with foreign language learning. It was supported by several studies (Elkhafaifi, 2005, p. 210; Salehi & Marefat, 2014, p. 932; Serraj & Noreen, 2013, p. 6; Capan & Karaca, 2013, p. 1364; and Kim, 2000, p. 378), anxiety was found to have a negative relationship with language performance.

In line with other researchers, Shao, Yu and Ji (2013, p. 2) assert that negative emotions such as anxiety, fear, stress and anger can compromise learners optimal learning potential and largely reduce their language learning potential.

Furthermore, researchers claim that anxiety also accompanies in language learning skill, thus there are terms reading comprehension anxiety, speaking performance anxiety, writing comprehension anxiety and listening comprehension anxiety. However, foreign language listening comprehension anxiety is fast becoming a priority in the classroom (Xu, 2011, p. 1711). Researcher also agrees that one of the most ignored but potentially one of the most debilitating type of anxiety is the anxiety accompanying listening comprehension (Golchi, 2012, p. 117).

Moreover, listening is probably the least explicit of the four language skills, making it the most difficult skill to learn. Both language teachers and students tend to overlook the importance of listening comprehension skill because in one hand their attention is fixed on the speaking, and on the other hand listening comprehension is an invisible mental process and not subject to direct and external observation and correction (Gojian, 2014, p. 1059). There are many factors affecting listening comprehension of the learners. Perhaps the most important factors hindering this ability are affective variables, among which anxiety stands out as one of the main blocking factors.

Similarly, Capan and Karaca (2013, p. 1361) argue that listening is a major threat for foreign language learners. Capan and Karaca (2013, p. 1362) maintain that although speaking is often cited as the most anxiety-provoking skill,

listening comprehension may also lead to high levels of anxiety, particularly when the text is incomprehensible to the listener due to such reasons as proficiency in second language.

Elkhafaifi (2005, p. 208) underlines that listening in foreign language is a less thoroughly studied skill in general. Some instructors are unaware that listening skill may arouse a debilitating anxiety in their students. Krashen (2003, p. 3) asserts that listening comprehension can indeed be 'highly anxiety provoking. Several researchers have studied anxiety and its relationship to listening comprehension and the consensus is that anxiety impedes listening comprehension.

Additionally, it is widely accepted that in learning a foreign language, listening becomes more important as learners need to understand what is said to them for successful communication (Gonen, 2009, p. 45). He notes that listening is the ability to identify and understand what others are saying and a person's ability to listen and understand spoken language is critical to oral communication in any language.

Serraj and Noreen (2013, p. 2) state that the necessity of developing listening skill for a foreign language learner as aural comprehension is the essential element in an act of communication. However, this skill is usually anxiety provoking (Golchi, 2012, p. 117). The problematic nature of listening and stresses that it is an incredibly difficult area to teach properly; thus it is likely to cause anxiety (Christenberry (2003, p. 7).

Alderson (2005, p. 6) says that listening is highly complex ability to understand spoken texts has received much less attention in the literature. Lili (2015, p. 7) also states that listening is a kind of process that listeners receive and decode the speech signals. Compared with speaking, writing and translating, listeners are in a relatively passive position. In addition, speech signals are fast, continuous and fleeting, so learners always take a heavy psychological burden and need to concentrate the mind completely.

Listening has been neglected in the foreign literature until recently whereas a language acquisition theory by Horwitz (2001, p. 167) emphasizes that people acquire language by understanding the linguistic information they heard. Rost (2002, p. 36) also agrees that developing proficiency in listening is a key of achieving proficiency in speaking. Not surprisingly, listening has a critical priority among the four skill areas for language students.

In spite of its importance in foreign language learning, the neglecting of the listening skill has been accompanied with an ongoing debate about teaching and learning listening which has long been avoided and poorly taught as an aspect of English in many English foreign language programs (Serraj & Noreen, 2013, p. 9). It is such a common thing to find listening not practiced as a skill in English foreign language course books. It is often used as a means of exposing students the language (White, 2006, p. 11; and Yang, 2006, p. 2).

In Indonesia context, the teaching of EFL listening is learnt either as a discrete or integrated language skill in part of language curriculum. For the focus on EFL listening as an integrated language skill, some students still face problems

in listening comprehension, especially those who are in the school level. Handayani (2009, p. 26) finds 89% of the students facing problems in listening skill. Even at colleges, listening comprehension is not allocated much teaching time and skill of listening is downplayed, which, in combination with other factors, frustrate students when they are listening to English speech (Gojian, 2014, p. 1060).

Further, the anxiety that 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. When considered a stepping-stone to speaking, listening comprehension is more often than not treated as a passive skill that will happen during the regular classroom activities. With speaking, teachers anticipate anxiety on the part of the students and expect them to stumble and hesitate. To remedy the situation, teachers engage in all kinds of structured practice designed to help the students overcome their fear of speaking. Listening comprehension anxiety can undermine speech production because, in order to interact verbally, the listener must first understand what is being said. Therefore, listening comprehension should not be ignored, but actively addressed (Gonen, 2009, p. 9).

This matter is compounded by the reducing of English lesson hours because of the implementation of Curriculum 2013. This latest curriculum only provides two hours per week for English lesson either at Junior High School or Senior High School. That is an inadequate time for students to learn all the English skills. Contrastly, Sharif and Ferdous (2012, p. 24) find that personality factor, fear of negative evaluation, low English proficiency, lack of preparation,

pressure from the language instructor and tests were found to be the common instigator of foreign language anxiety among highly anxious language learners. The reducing of the English lesson hours affects on the lack of preparation of the students in learning and practicing the English listening comprehension skills.

This phenomenon was perceived by most of English teachers in Junior and Senior High School in Indonesia, particularly in Palembang. Based on the informal interview with the English teacher of MAN 2 Palembang and questionnaires distributed to the forty tenth grade students of MAN 2 Palembang who took TOEFL when they had class placement test. However, it was found that 70% of them feel anxious when facing the listening test section.

The English teacher of MAN 2 Palembang, Bunyamin (personal communication, December 15, 2015), added that anxiety and nervousness accompanied the students when faced the listening test, either the youngest grade students or the older one feel the same. Although the older grade students (i.e., the eleventh and the twelveth grade students) had already taken listening test several times, they still feel nervous and shock when faced the test. It because of the lack of inadequancies of their knowledge in grammatical, vocabulary and other components in structural English area, frightened of making mistakes, afraid getting low score and upset when they found unfamiliar topics or situation talked in the script of listening test. The reducing of English lesson hours affected their teaching and learning activity. He perceived that current English hours are very inadequate to teach all the English skill. As the result, Bunyamin revealed that listening comprehension was to be the most anxiety-provoking skill towards his

students because they lack of preparation in learning and doing practice in listening skill.

This phenomenon is supported by Karlina (2014, p. 35) who examines the listening anxiety and listening comprehension achievement of 122 undergraduate of EFL students of Baturaja University. She finds the negative correlation between listening anxiety and students' listening comprehension achievement which means that listening anxiety covers the potential factors in influencing the process of listening comprehension achievement.

As noted above, it is much likely an interesting area to be studied by the researcher, hence, listening comprehension is the most difficult language skill meanwhile listening anxiety is the most debilitating anxiety in foreign language learning. In addition, the high- anxiety feelings that emerges in listening comprehension achievement test may be the predictor of the low-listening comprehension achievement of the students. Therefore, it is essential to find the correlation between foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

1.2. Problems of the Study

The problems are formulated in the following question:

1. Is there any correlation between foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang?

2. Does foreign language listening anxiety influence listening comprehension achievement of the tenth grade students of MAN 2 Palembang?

1.3. Objectives of the Study

Based on the mentioned problems above, the objectives of the study are:

1. To find out if there is correlation between foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.
2. To know if foreign language listening anxiety influences listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

1.4. Significance of the Study

This study will focus on the correlation between students' foreign language listening anxiety and their listening comprehension achievement. The result of the study is expected to have its benefits pointed to:

1. Teachers of English of MAN 2 Palembang

Theoretically, this research has fundamental points for all English teachers of MAN 2 Palembang because it presents valuable information in recognizing their students' condition, particularly their tenth grade students of MAN 2 Palembang. Therefore, they could anticipate their listening problems that caused by listening anxiety.

Moreover, practically, this research can give a reference for English teachers to be more aware in recognizing the anxious feelings in teaching and learning process. It provides teachers several findings of other researchers that anxious feelings may impede students' listening comprehension achievement. This study also gives prediction to the teachers of the students' achievement that when anxious feelings increase, the students' listening achievement may decrease. Thus, teachers are conscious and aware of anxious feelings encountered by the students.

2. Tenth Grade Students of MAN 2 Palembang

This study is expected to give students valuable information in how to recognize their listening problems covered by listening anxiety in learning English as a foreign language, particularly toward tenth grade students of MAN 2 Palembang.

By recognizing the listening problems, the students are expected to be accustomed to their anxious feelings when they are facing the listening comprehension task and it is expected that their listening anxiety is reduced gradually after knowing the negative impact of being anxious in language learning, particularly in listening comprehension skill.

3. Other Researchers

Theoretically, this study provides information for other researchers on how anxious feelings affect language learning, especially learning English. Furthermore, this study is beneficial as this study provides valuable information about the negative impact of being anxious in listening

comprehension skill and for further research it is beneficial to find suitable learning strategies to overcome students' listening anxiety in listening comprehension skill.

Moreover, this study is expected to give readers contribution for further study to do scientific researches concerning with listening anxiety and students' listening comprehension, particularly, to the tenth grade students of MAN 2 Palembang.

1.5. Hypotheses

Based on the previous theory, the hypotheses of the study are:

1. $(H_0)_1$: There is no correlation between students' foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

$(H_a)_1$: There is a correlation between students' foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

2. $(H_0)_2$: There is no influence between students' foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

$(H_a)_2$: There is an influence between students' foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN Palembang.

1.6. Criteria of Testing the Hypotheses

Sugiyono (2012, p. 231) mentions the criteria of testing the hypotheses in measuring correlation are as follows:

1. If the p-output (Sig.2-tailed) is higher than 0.199, the null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted. It means that there is a correlation between students' foreign language listening anxiety and listening comprehension achievement.
2. If p-output (Sig.2-tailed) is lower than 0.199, H_0 is accepted, and H_a is rejected. It means that there is no correlation between students' foreign language listening anxiety and listening comprehension achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) the nature of anxiety, (2) concept of listening anxiety, (3) concept of listening comprehension, and (4) previous related study.

2.1. The Nature of Anxiety

Anxiety is one of the most well-documented psychological aspects. The definition on anxiety ranges from combination of overt behavioral characteristics that can be observed scientifically to introspective feelings that are epistemologically inaccessible (Casado & Dereshiwsky, 2004, p. 78). Past researcher defines anxiety as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Other views anxiety as a feeling of worry and emotional reaction that arises while learning or using second language. Horwitz (2001, p. 97) offers a similar definition, arguing that learning anxiety is a mixture of feelings, beliefs, and behaviours related to the uniqueness of the process of foreign language learning.

Xu (2011, p. 1712) underlines that anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension. Pappamihel (2002, p. 347) similarly states that anxiety in general can be associated with threats to self-efficacy and appraisals of situations as threatening. Further, self-efficacy is belief that one has the power to produce that effect by completing a given task or activity related to that competency (Bandura, 2012, p. 191). In a specific situation such as language learning, a fear of negative

evaluation, test anxiety, communication apprehension, and threats to one's sense of self can reduce feelings of self – efficacy and increase the chances that a second or foreign language situation will be seen as threatening.

2.1.1. Types of Anxiety

Pappamihel (2002, p. 330) proposes the type of anxiety into three types; trait anxiety, state anxiety and situation– specific anxiety.

Trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation she/ he is exposed to. Indeed, such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible, to get rid off. A person who is trait anxious is likely to feel anxious in a variety of situations. It is assumed that when the anxiety becomes a trait one, it might hamper language learning.

The second type of anxiety is referred to as state (situational) anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent. It is nervousness or tension at a particular moment in response to some outside stimulus. It occurs because learners are exposed to a particular situation or event that is stressful to them. For example, there are some learners who feel anxious if they are called by the teacher to speak in the classroom (Serraj & Noreen, 2013, p. 10). The good thing about this type of anxiety is that it diminishes over time as the learners get used to the new environment or feel comfortable with the teacher. As a result, although state anxiety can prevent a learner from showing his/ her full potential, it is not harmful as trait anxiety.

The third type of anxiety is situation– specific anxiety. Individuals who suffer from situation– spesific anxiety may appraise certain events as anxiety– producing only when certain factors are present. For example, a student may be anxiety– free when writing an essay in his native language. However, when asked to write a similar essay in English, a foreign language, the same student may feel higher levels of anxiety (Pappamihiel, 2002, p. 330).

2.1.2. Cause and Effect of Anxiety

Learning anxiety can be attributed to several factors. There are six interrelated potential sources of language anxiety from three points of view proposed by Serraj and Noreen (2013, p. 3), they are: the learner, the teacher, and the instructional practice. They mention 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, and
- f. Language testing.

Meanwhile, the 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 eevaluation (e.g., fear of correction and fear of making

mistakes) and a general feeling of anxiety (e.g., fear of failing the class) (Pappamihiel, 2002, p. 330; and Casado & Dereshiwsky, 2004, p. 24).

Furthermore, language teaching professionals unanimously argue that the existence of learning anxiety among students can have a negative impact on their performance. Kondo and Ling (2004, p. 297) hold the view that learners who feel anxious may have problems such as a reduced word production and difficulty in understanding spoken instructions. Similarly, Golchi (2013, p. 119) finds that when students' anxiety increases, their comprehension of listening tasks decreases. This finding is in line with the findings of El Khafai (2005, p. 211), Mills, Pajares and Herron (2006, 281), Chang (2010, p. 375), Wang (2010, p. 566) and Kimura (2011, p. 6).

Golchi (2013, p. 120) lists five major effects of anxiety on second or foreign language learning and performance as follows:

1. 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.
2. Language anxiety contributes to a social effect. Learners with high anxiety levels are not interested to take part in interpersonal communication.
3. Viewed from a cognitive side, 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.
4. Anxiety arousal can influence the quality of communication output as the retrieval of information may be interrupted when learners get anxious.

5. Viewed from personal side, language learning experience could, under some circumstances, become a traumatic experience. This kind of unpleasant experience may dramatically disturb one's self – esteem or self – confidence as learner.

2.2. The Concept of Listening Comprehension

Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. In consequence, students with good listening comprehension skills are better able to participate effectively in class due to students learn to speak, read and write by listening to others (Brown, 2001, p. 20). According to Vandergrift (2003, p. 168), 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. Thus, listening comprehension involves a great deal of activities because listening comprehension encompasses receptive, constructive, and interpretive aspects of cognition (Rost, 2002, p. 503).

Besides, listening needs an active process in mind. In line with Rost (2002, p. 3), listening comprehension refers to complex cognitive process to understand spoken language because of the process of simultaneously extracting and constructing meaning through interaction with oral language.

In dealing with the complex process, three processing models have been developed to explain how the listening process functions. The three models occur

in a manner of repetition. It means that one processing model change in to other models and then back to the previous one again. Furthermore, the most widely known as the processing models are the bottom-up model, the top- down model, and the interactive model (Flowerdew & Miller, 2005, p. 20).

- a. In the bottom- up model, listeners build understanding by starting with the smallest units of the acoustic message; individual sounds or phonemes. Then, these are combined into word, which, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine to create ideas, concepts and relationships between them. For this case, there is no deficiency in the channel and that both the sender and the receiver are using the same code, successful communication is guaranteed. In brief, bottom- up processing is such a process in which listeners must hear words, hold them in their short term memory to link them to each other, and then interpret what has been heard before accepting a new input.
- b. The top- down model emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words to make sense of the input. For this model, subjects' levels of comprehension are considerably higher if the subjects are already familiar with the subject matter and/or text type they are presented with than if they have not previously encountered the subject matter of text type. Knowledge of the overall structure and meaning of the text at this macro-level is hypothesized, compensates for any problems in understanding

micro level elements, such as sound discrimination, syntax, word and utterance level semantics.

- c. Interactive model involves both bottom- up and top- down processing. It follows that some sort of model that synthesized the two is required. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how. An important advantage of interactive model over hierarchical model, whether they be bottom- up or top- down, is that it allows for the possibility of individual variation in linguistic processing. At the level of the group, beginners are likely to need to spend more time on developing basic bottom – up skill of decoding. For more advanced learner, however, who have mastered basic phonology and syntax, emphasis on the development of top – down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom- up features of fast speech.

Karlina (2014, p. 12) underlines that by recognizing the process, listening comprehension seems possibly very difficult for language students and gets listening problems. They need to recognize what they hear and produce their own language to respond to it, but it is not possible to control the input delivered to them. Not surprisingly, numerous features of spoken language conveyed instantaneously by the speakers such as different accents, speech rates, and the requirement of different background, can cause the problem of listening (Flowerdew & Miller, 2005, p. 59). Moreover, linguistic features (phonetic, phonological, morphological, syntactic, semantic, pragmatic and language

variations), inappropriate learning environment (monolingual contexts, unauthentic teaching material and tasks and lack of interaction in English, etc).

2.3. The Concept of Listening Anxiety

Listening as the most frequently used skill plays an important role in foreign language learning since through this channel learner is able to comprehend the situation. The importance of listening comprehension for achieving success in language learning has been emphasized by both instructors and students (Serraj and Noreen, 2013, p. 11).

However, the researchers state that anxiety can be highly provoked in listening comprehension context. Sharif and Ferdous (2012, p. 6) explain the reason for such an anxiety is that learners often worry about misunderstanding what they listen to and the fear of being embarrassed by interpreting the message wrongly.

According to Smith and Schroth (2014, p. 4) several researchers have concluded that anxiety has a negative influence on students' performance in the second language classroom. Elkhafaifi (2005, p. 206) in a study conducted of American English speakers learning Arabic, writes: "foreign language learning anxiety and listening anxiety both correlate negatively with achievement."

Osboe, Fujimura and Hirshel (2007, p. 13) in their study of Japanese learners studying English conclude that foreign language anxiety has clearly been shown to have a negative impact on performance in the the foreign language

classroom. Lu and Liu (2011, p. 1298) find that learner anxiety produced a significant effect on the students' performance in English as they studied the effects of anxiety on Chinese learners of English.

Mahmoodzadeh (2012, p. 446) addresses learner characteristics that affect anxiety: "gaining more foreign language knowledge may not necessarily lead to a substantial reduction in experiencing foreign language anxiety" in his study of Iranian learners of English.

Liu (2012, p. 178) in a study of Taiwanese learners of English writes that "over 80% of the subjects responded to more than one third of the items in a manner reflective of anxiety. The debilitating impact of anxiety on language learning was also demonstrated by its significant association with foreign language performance."

The necessity of developing listening skill for foreign language students as aural comprehension is the essential element in an act of communication. However, this skill is usually provoked by anxiety. According to Alderson (2005, p. 138), "anxiety is feeling fear of understanding the message and interpreting it correctly because of thinking over listening as a complex skill." Then, the feeling makes a profound effect on comprehension abilities effects such as losing confidence and underestimating listening skill commonly hamper regarding listening anxiety refers to as nervousness and fear of listening in a foreign language (Elkhafafi, 2005, p. 211).

Further, the anxious feeling mostly appears when listening to new information or illogical passages, thinking of performance that reflects their

abilities or intelligence, and getting a new situation (King and Behnke, 2004, p. 76). Not surprisingly, listeners who experience the feeling believe that listening English is too complex, and they are not able to understand what they hear due to concentrate it falteringly (Karlina, 2014, p. 24).

In dealing with the anxious feeling, a number of researchers have tried to prove it, some of them found other causes covering anxious feeling in listening. A study in 2003 conducted by Vandergrift reveals some reasons of listening anxiety such as nature of speech, level of difficulty, lack of clarity, lack of visual support, and lack of repetition underlie listening anxiety. Moreover, Christenberry (2003, p. 32) found the problematic nature of listening and stressed as an incredibly difficult area decreased listening anxiety.

In still another investigation carried out by Chang and Read (2008, p. 76), they state listening factors related to the testing conditions, such as the ability to take notes. Next, Gonen (2009, p. 76) reveals the authenticity of the listening text, incomprehensibility of the listening material and some external environmental factors like noise and inaudibility as the factors of listening anxiety.

In conclusion, all the listening causes found by those previous studies are covered by two main causes of listening anxiety (Kim, 2000, p. 99). They are tension and worry over English listening and lack of confidence in listening. The low self – confidence gets worst as well as experiences of failure in conversation or listening activities. For the case, each main listening cause is covered by other factors as depicted on the table 1:

Table 1. Factors of Listening Anxiety

| No. | Listening Anxiety Causes | Indicators |
|-----|---|--|
| 1. | <i>Tension and worry over English listening</i> | Situations related listening apprehension represent general listening anxiety. |
| | | Process related listening anxiety refers to more spesific feelings and circumstances in which the anxiety prevails |
| 2. | <i>Lack of confidence in listening</i> | Low self – confidence in English listening |
| | | Experiences of failure in conversation or listening conversation |
| | | Both of the low self – confidence and the experience of failure in listening activities. |

Source: Kim (2000, p. 92-93)

2.4. Previous Related Studies

There are some studies related to the topic. The writer finds some studies related to hers as follows:

First, Kim (2000, p. 97) explored foreign language listening anxiety: A study of Korean students learning English. Kim constructed a 33-item measure of foreign language listening anxiety of 253 college EFL learners in Korea. Using both quantitative and quanlitative, Kim uncovered a negative correlation between FL listening anxiety and FL listening performance. The result indicated listening anxiety was significantly related to both general foreign language anxiety and listening proficiency.

Other study took place in the Arabic language classroom. Elkhafaifi (2005) who investigated 233 post- secondary students of Arabic classroom. The study entitled “Listening Comprehension and Anxiety in the Arabic Language Classroom.” El Khafaifi constructed the FL listening scale (FLLAS) to assess FL listening anxiety of 233 students learning Arabic in north American universities. The results indicated that there were significant and negative correlations among foreign language learning anxiety, listening anxiety, and selected demographic variables.

A study conducted by Golchi (2012) entitled “Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners”. She selected sixty three participants from two language institutes in Shiraz, Iran. Based on the result obtained, when IELTS learners’ level of listening anxiety increased, their listening comprehension decreased. Meanwhile, this study is slight different with the writer’s study. It is viewed from the variables being studied, the participants level of the study, and the test instrument used in the studies.

Similarly study was done by Serraj and Noreen (2013). The study entitled “Relationship among Iranian EFL Students’ Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension”. The participants of their study are 210 Iranian EFL students in Iran. They use three instruments in the study, they are: a Foreign Language Classroom Anxiety Scale (FLACS) developed by Horwitz et. al., (1986), a Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000) and listening test adopted from

IELTS practice tests plus by Jackman and Macdowel (2001). Indeed, their study reveal that there is -.414 negative correlation between FLLA and listening comprehension.

Next, a similar study come from Zhang (2013), entitled “Foreign Language Listening Anxiety and Listening Performance: Conceptualizations and Causal Relationships”. Three hundred participants learning English as Foreign Language (FL) is selected by him. They complete the Foreign Language Listening Anxiety Scale (FLLAS) and IELTS test twice with an interval of three and a half months. He finds that foreign language anxiety especially when allied to insecurity about one’s own foreign language listening ability can cause performance to deteriorate and the learners who can easily become anxious about listening activities and lose confidence may need extra guess the meanings of new words when learning a foreign language.

A more recent study conducted by Karlina (2014) entitled “The Correlation among Listening Comprehension Achievement, Learning Strategies, and Anxiety of the Fourth Semester Students of English Education Study Program, Baturaja University”. She involved 122 fourth semester students at English Study Program, Baturaja University. A listening comprehension test and two questionnaires; FLLAS and English Comprehension Strategy Scale are used to collect the data. Based on the result obtained, it shows a positive correlation between learning strategies and listening comprehension achievement, a negative correlation between anxiety and learning strategies, and a negative correlation between anxiety and listening comprehension achievement.

Besides, Mahmoodzadeh (2013) had proved emotional intelligence as a proper predictor of listening comprehension performance and foreign language listening anxiety. Not surprisingly, foreign language listening anxiety is deemed a proper predictor of listening comprehension performance of EFL learners.

In brief, the previous studies seemed having the similar variables, but they are different from the recent study that will be conducted both in education level and instrument to be used.

CHAPTER III

METHOD AND PROCEDURE

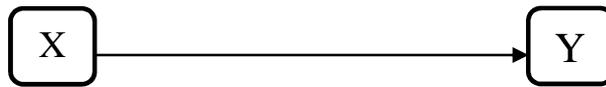
This chapter presents (1) research design, (2) variables of the study, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, (6) validity and reliability of test and questionnaires, and (7) techniques for analyzing data.

3.1. Research Design

A correlational study design was applied since this study is aimed at finding out whether or not there is any correlation between students' foreign language listening anxiety and students' listening comprehension achievement, and whether or not there is an influence of foreign language listening anxiety and the students' listening comprehension achievement.

In conducting this research, correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain and interpret the obtained result. The procedure was that, firstly, the students' foreign language listening anxiety was identified by using questionnaire. Secondly, by using TOEFL Junior Listening Test, the students' listening comprehension achievement was obtained. Then the correlation and influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 20.0 based on the results of the questionnaire and listening comprehension test.

The last, explanation and interpretation of the results was discussed. The following is the research design:



Source: Sugiyono, 2010, p. 66

X : Students' Foreign Language Listening Anxiety

Y : Listening Comprehension Achievement

3.2. Variables of the Study

Fraenkel, Wallen and Hyun (2012, p. 77) define variable as “ a concept – a noun that stands for variation within a class of objects, such as chair, gender, eye, color, achievement, motivation, or running speed.” In this research, there are two kinds of variable. They are independent (predictor) variable and dependent variable. The independent (predictor) variable refers to students' foreign language listening anxiety and dependent variable refers to students' listening comprehension achievement.

3.3. Operational Definitions

Each variable was defined operationally as the following terms:

1. Listening Anxiety

Listening anxiety is as fear of listening to English that causes loss of confidence and knowledge in comprehending what is heard. The operational definition of listening anxiety was identified as the the score of the foreign language listening anxiety scale questionnaire (FLLAS) consisting of 33 items. The questionnaire identifies the degree of the students' listening anxiety such as high or low anxiety.

2. Listening Comprehension Achievement

Listening comprehension achievement was defined as the ability to understand and comprehend spoken information in English or others who speak English (Karlina, 2014). In order to know listening comprehension achievement of the tenth grade students of MAN 2 Palembang, a listening comprehension test was administered to the students. The test was taken from TOEFL Junior Listening Section Test. This kind of TOEFL test is the latest product of TOEFL assessment which is specialized for measuring the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments.

3.4. Population and Sample

3.4.1. Population of the Study

Creswell (2006, p. 175) says that a population consists of all the subjects a researcher wants to study, and comprises all the possible cases (persons, objects, events) that constitute a known whole. In addition, Frankel, Wallen and Hyun (2012, p. 92) define population as “ the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.” Fraenkel, Wallen and Hyun (2012, p. 93) also state that population is always all of the individuals who possess a certain characteristic (or set characteristics).

The population in this study are all students at the tenth grade of MAN 2 Palembang. Based on the data, there are nine classes that have 332 students as a whole. The data can be seen in the table below:

Table 2. The Population of the Study

| Class | Students |
|--------------|-----------------|
| X MIA 1 | 36 |
| X MIA 2 | 42 |
| X MIA 3 | 41 |
| X MIA 4 | 43 |
| X MIA 5 | 42 |
| X IIS 1 | 33 |
| X IIS 2 | 32 |
| X IIS 3 | 32 |
| X IIS 4 | 31 |
| Total | 332 |

Source: The School Administration of MAN 2 Palembang, 2015.

3.4.2. Sample of the Study

Sample refers to any group on which information is obtained (Fraenkel & Wallen, 2009, p. 129). The use of purposive sampling is considered for selecting the sample of the study. According to Johnson and Christensen (2012, p. 264), “purposive sampling is a nonrandom sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study”. In purposive sampling the researcher specifies the characteristics of a population interest and tries to locate individuals who have those characteristics (Johnson & Christensen, 2012, p. 265). The characteristics considered are from their equal background knowledge, that is all of the tenth grade students of MAN 2 Palembang who are in the physic science classes which consist of five classes.

In this case, 332 tenth grade students of MAN 2 Palembang was involved as the population of the study. The tenth grade was divided into nine classes that are five classes of physic science and four classes of social science. Physic science classes consist of 202 students, and social science classes consist of 130 students. Meanwhile, the sample of the study was taken from physic science classes which has already taken listening comprehension achievement test for several times. In addition, the physic science classes has more classes than social science classes. Johnson and Christensen (2012, p. 267) also assert that the larger sample size is the better because larger samples result in smaller sampling errors. Further, the equal background knowledege of physic science students are also considered in selecting the sample. The sample is showed in the following table:

Table 3. The Sample of the Study

| Class | Students |
|--------------|-----------------|
| X MIA 1 | 36 |
| X MIA 2 | 42 |
| X MIA 3 | 41 |
| X MIA 4 | 43 |
| X MIA 5 | 40 |
| Total | 202 |

Source: The School Administration of MAN 2 Palembang, 2015.

However, there were only 188 students becoming the sample because some of them joined outside school activities and some of them were absent at the day.

3.5. Techniques for Collecting Data

Techniques for collecting data are (1) distributing questionnaire to the sample, and (2) testing the sample. These techniques require a questionnaire and a listening test respectively.

1. FLLA Questionnaire

According to Dörnyei (2003, p. 6), “questionnaires are written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answer.” A questionnaire was used in this study, namely, foreign language listening anxiety scale (FLLAS). The questionnaire is close-ended questionnaire. Close – ended questionnaire is commonly providing the respondents with ready – made response option to choose (Dörnyei, 2003, p. 35).

Foreign Language Listening Anxiety Scale (FLLAS) consist of 33 items which developed by Kim (2000). The questionnaire items are classified into two terms based on the main factors of listening anxiety. The classification of the questionnaire is as follows:

Table 4. Questionnaire Specification

| Anxiety Causes | Indicators | Question’s Numbers |
|--|---|-------------------------------------|
| Tension and worry over English listening | - <i>situation related listening apprehension</i> | 4, 7, 13, 17, 24, 26, 27 and 29 |
| | - <i>process related listening anxiety</i> | 2, 5, 11, 15, 16, 28, 33, 28 and 30 |
| Lack of Self-confidence | - <i>Low self-confidence in English listening</i> | 9, 14, 20, 22 and 25 |
| | - <i>Experiences of failure in</i> | 1, 6, 9, 10, 12, 19, 31 |

| | | |
|--|--|-------------------------|
| | <i>conversation or listening activities</i> | and 32 |
| | <i>- Both of the low self-confidence and the experience of failure</i> | 2, 3, 8, 18, 21 and 23. |

Source: Kim (2000, p. 378)

The FLLAS questionnaire uses scoring scale of a five point Likert-scale. The scale ranges from 1 (strongly disagree) to 5 (strongly agree). The answer indicating the highest degree of anxiety received five points, whereas the answer indicating the least anxiety received one point. The total point is a range of 33 to 165.

On the other hand, most items in the questionnaire contained negative statements instigated the negative feelings of listening anxiety to the listening comprehension, yet there are few positive statements that opposed the negative feelings of listening anxiety to the listening comprehension achievement. Next, the positive statement items were reversed and recorded as negative statement. Thus, a higher score indicated a higher degree of listening anxiety, however, a lower score indicated a lower degree of listening anxiety. The Likert-Scale of FLLAS Questionnaire is described on the table:

Table 5. Likert – Scale of FLLAS Questionnaire

| Scoring Scale | Description Frequency |
|----------------------|------------------------------|
| 1 | Strongly Disagree |
| 2 | Disagree |

| | |
|---|----------------------------|
| 3 | Neither Agree nor Disagree |
| 4 | Agree |
| 5 | Strongly Agree |

Furthermore, to determine the high and low anxious learners, the median of the scoring scale was calculated. Those whose score above the median was considered as highly anxious and students whose score fall below the median was put in the low group.

2. Listening Comprehension Achievement test

Achievement test measures an individual's knowledge or skill in a given area or subject (Fraenkel, Wallen, & Hyun, 2012, p. 127). Listening test was administered to the samples of the study in order to know their listening comprehension achievement. The test was taken from TOEFL Junior Listening Comprehension Section.

TOEFL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. It measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skill representative of English-medium instructional environments. This kind of test measure the English proficiency of students that ages 11 – 15 years old. However, this test may be appropriate for other students which the appropriateness is based on the English-language proficiency of the students.

The designers of the TOEFL Junior Standard test assert that the TOEFL Junior Standard test is an English-proficiency test that is not based on or limited to any specific curriculum (The TOEFL Junior Research Memorandum, 2011, p. 7). It consists of 42 items in multiple choice form and the time for administration of the test is 40 minutes. TOEFL Junior test scores are determined by the number of questions a student has answered correctly. There are no penalties for wrong answers. The number of correct responses on the listening section are converted to a scale of 200 – 300 points. The table below is the specification of listening comprehension achievement test:

Table 6. Listening Comprehension Test Specification

| No. | Objectives | Subskill | Question's Number |
|-----|---|---|-------------------------------|
| 1. | The students are able to hear and comprehend a short talk in classroom instruction mode. After each talk the students will answer one question. Each talk lasts 20 to 45 seconds. | – Identifying the main idea. | 1, 4 and 7 |
| | | – Identifying the purpose of the talk. | 3 and 9 |
| | | – Making an inference. | 6 and 10 |
| | | – Making a prediction. | 2, 5 and 8 |
| 2. | The students are able to hear and comprehend short conversations between two people. After the conversation the students will answer three or four | – Identifying the main idea. | 13, 18 and 26 |
| | | – Identifying one or more of the important details of the conversation. | 12, 19, 20, 21, 22, 23 and 27 |
| | | – Making an inference. | 11, 16 and 25 |
| | questions. Each conversation | – Making a prediction. | 17 and 24 |

| | | | |
|-----------|---|---|---------------|
| | lasts 60 to 90 seconds. | | |
| | | – Identifying <i>why</i> a speaker talks about certain information, or the speaker’s purpose. | 14 and 29 |
| | | – Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words. | 15 and 28 |
| 3. | The students are able to hear and comprehend long talks in lecture or discussion mode. The students will answer four or five questions. Each lecture or dicussion lasts 90 – 120 seconds. | – Identifying the main idea. | 34, 39 |
| | | – Identify one or more important details of the conversation | 37, 40 and 42 |
| | | – Make an inference. | 35 and 41 |
| | | – Make a prediction | 36 |
| | | – Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words. | 38 |

Source: TOEFL Junior Listening Comprehension Handbook, 2010.

Initially, for academic purposes all of the sections are scored by computer (Schuberg, 2011, p. 17). Otherwise, further research has developed a

scaled score scoring system for research use. The procedure is similar with computer-based scoring system.

Of the questions that count, each correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments. The scoring measure scale is used for measuring listening test as shown on the table:

Table 7. Listening Achievement Test Scaled- Score

| Number of the Correct Answers | The Scaled Score |
|--------------------------------------|-------------------------|
| 41 – 42 | 300 |
| 39 – 40 | 296 – 299 |
| 37 – 38 | 291 – 295 |
| 35 – 36 | 286 – 290 |
| 33 – 34 | 281 – 285 |
| 31 – 32 | 276 – 280 |
| 29 – 30 | 271 – 275 |
| 27 – 28 | 266 – 270 |
| 25 – 26 | 261 – 265 |
| 23 – 24 | 256 – 260 |
| 21 – 22 | 251 – 255 |
| 20 – 21 | 246 – 250 |
| 18 – 19 | 241 – 245 |

| | |
|---------|-----------|
| 16 – 17 | 236 – 240 |
| 14 – 15 | 231 – 235 |
| 12 – 13 | 226 – 230 |
| 10 – 11 | 221 – 225 |
| 8 – 9 | 216 – 220 |
| 6 – 7 | 211 – 215 |
| 4 – 5 | 206 – 210 |
| 2 – 3 | 200 – 205 |
| 0 – 1 | 200 – 205 |

Source: TOEFL Junior Research Report, 2015, p. 17

Further, after knowing where is the student scaled – score, then, the score was depicted into score descriptors. It was useful for knowing the students’ strength and weaknesses in a particular listening comprehension skill area. The table below are the the score descriptors:

Table 8. Listening Comprehension Score Descriptor

| Test takers who score between 290 and 300 typically have the following strengths: | Test takers who score between 250 and 285 typically have the following strengths: |
|--|---|
| – They can understand main ideas, whether they are clearly stated or implied, in both academic and non-academic extended spoken texts. | – They can understand main ideas that are explicitly stated in academic and non-academic extended spoken texts where the language is simple and the context is clear. |

| | |
|---|---|
| <ul style="list-style-type: none"> – They can identify important details in both academic and non-academic extended spoken texts. | <ul style="list-style-type: none"> – They can identify important details in academic and non-academic extended spoken texts where the language is simple and the context is clear. |
| <ul style="list-style-type: none"> – They can make inferences based on a speaker’s intonation or stress. | <ul style="list-style-type: none"> – They can make inferences in short spoken texts where the language is simple and the context is clear. |
| <ul style="list-style-type: none"> – They can usually understand idiomatic language used in longer, more complex speech. | <ul style="list-style-type: none"> – They can understand some common idioms used in moderately complex speech. |
| <ul style="list-style-type: none"> – They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) in academic and non-academic extended spoken texts. | <ul style="list-style-type: none"> – They can understand how information is being used by a speaker (e.g., to make a comparison or to provide evidence to support an argument) when the context is familiar. |
| <p>Test takers who score between 225 and 245 typically have the following strengths:</p> | <p>Test takers who score below 225 typically need to develop the following skills:</p> |
| <ul style="list-style-type: none"> – They can understand the main idea of a brief classroom announcement if it is explicitly stated. | <ul style="list-style-type: none"> – Understanding the main ideas and important details of announcements, short talks and simple conversations |
| <ul style="list-style-type: none"> – They can understand important details that are explicitly stated and reinforced in short talks and conversations. | <ul style="list-style-type: none"> – Understanding a speaker’s purpose in a short talk when the language is simple and the context is clear |
| <ul style="list-style-type: none"> – They can understand direct | <ul style="list-style-type: none"> – Paraphrasing spoken information |

| | |
|---|---|
| paraphrases of spoken information when the language is simple and the context is clear. | when the language is simple and the context is clear. |
| – They can understand a speaker’s purpose in a short talk when the language is simple and the context is clear. | |

Source: TOEFL Junior Test Handbook, 2010.

To make a generalization, then the result of the scaled score was categorized onto Common European Framework of Reference (CEFR). The Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment provides a common basis for describing the skills needed to reach different levels of language proficiency and is used by language instructors, educators, curriculum designers and agencies working in the field of language development.

The CEFR describes language proficiency in reading, writing, speaking and listening on a six-level scale:

Table 9. CEFR Scale

| | | |
|--------------------------------|--------------------------------------|-------------------------------------|
| A1 – A2 (Basic User) | B1 – B2 (Independent User) | C1 – C2 (Proficient User) |
|--------------------------------|--------------------------------------|-------------------------------------|

Source: TOEFL Junior Standard CEFR Mapping, 2011.

Meanwhile, in Listening Comprehension of the TOEFL Junior test is classified as the table below:

Table 10. Listening Comprehension Achievement Level

| Section | Below A2 | CEFR | CEFR | CEFR |
|-------------------------|-----------|-----------|-----------|-----------|
| | | Level A2 | Level B1 | Level B2 |
| Listening Comprehension | Under 225 | 225 – 245 | 250 – 285 | 290 – 300 |

Source: TOEFL Junior Handbook, 2012.

Through this kind of assessment, it was considered the results of the students could correspond to their English proficiency. This scoring systems are not only to obtain to which the students' English listening comprehension achievement, but also the English instructor may know to which parts of their learners' weaknesses and strength in listening comprehension skills.

3.6. Validity and Reliability

3.6.1. Validity

According to McMillan & Schumacher (2010, p. 173), “validity is the extent to which inferences on the basis of numerical scores are appropriate, meaningful and useful”. Meanwhile according to Fraenkel, Wallen and Hyun (2012, p.147), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researches makes. In conducting this study, the researcher will use four kinds of validity, those are:

3.6.1.1. Construct Validity

According to Fraenkel, et. al. (2012, p. 148), construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspects measured,

then it was consulted to achieve some experts judgement from at least three validators to evaluate whether the components of the instruments were valid or not to be applied in research activities. In this part, the construct validity of the research instruments involved two types. They are foreign language listening anxiety questionnaire and listening comprehension achievement test.

3.6.1.2. Validity of Each Question Items

Validity of each question item test was used to indicate whether the test items of each questions were valid or not. In conducting the research, the instruments firstly was tried out to the tenth grade students of MAN 1 Palembang. Then, the result of the test was analyzed by using Pearson Product Moment Correlation Coefficient in SPSS 22 (Statistical Package for the Social Science) program.

3.6.1.3. Content Validity

Fraenkel, Wallen and Hyun (2012, p. 148) state that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measurement of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. Meanwhile, the study used TOEFL Junior Standard Test as the instrument which originally consist of three sections, they were listening comprehension, language form and meaning, and reading comprehension. Only the listening comprehension section used for this study.

The listening comprehension test is designed on the basis information about language tasks that middle– school students are expected to perform in English- medium secondary school contexts. It includes three major domains, they are social and interpersonal purposes, navigational purposes and academic purposes. Based on the TOEFL Junior Research Report (2015, p.30) the items in the Listening Comprehension sections of the TOEFL Junior test are designed to collectively provide evidence about a test taker’s ability to communicate in English in each of the three domains above. The test specification includes: objective of the test, test material, indicator, number of items, total, type of the test, answer key. In short, the test content is valid to be used as the instrument of this study.

3.6.1.4. Validity of Questionnaire

The questionnaire consists of 33 Likert-scale items. The response options are assigned values of 5 points to each response indicating strongly agree, a value of 4 points for agree, a value of 3 points for no idea, a value of 2 for disagree, and the last value of 1 for strongly disagree. In 33 Likert-scale statements, there are several positive statements against the listening anxiety feelings. For this case, the items value will be reversed as values of 5 points indicate strongly disagree, value of 4 points indicate disagree, value of 3 indicate no idea, value of 2 points indicate agree, and value of 1 indicate strongly agree.

The FLLAS questionnaire is the most popular among the researchers and has been widely used to measure the listening anxiety in foreign language learning in various educational background. Since, it was not only provide negative

statements that indicated anxious feelings, but also it provided the positive statements against the anxious feeling.

Meanwhile, the questionnaire was distributed to the students to estimate the validity of the questionnaire, each question item on participants' answers from the questionnaire will be analyzed by using *Correlation Pearson Product Moment* in SPSS version 22. Since in the study the listening comprehension test is tried out to the MAN 1 Palembang students, some questionnaire items are considered valid and invalid. Below was the result of listening anxiety questionnaire validity:

Table 11. Validity Result of Questionnaire Items

| No | Validity Test | Sig.(2-tailed) of Pearson Correlation | r-table score | Result |
|----|---------------|---------------------------------------|---------------|--------------|
| 1 | Item1 | 0 | 0.344 | Invalid |
| 2 | Item2 | 0.504 | 0.344 | Valid |
| 3 | Item3 | 0.403 | 0.344 | Valid |
| 4 | Item4 | 0.638 | 0.344 | Valid |
| 5 | Item5 | 0.527 | 0.344 | Valid |
| 6 | Item6 | 0.796 | 0.344 | Valid |
| 7 | Item7 | 0.181 | 0.344 | Invalid |
| 8 | Item8 | 0.091 | 0.344 | Invalid |
| 9 | Item9 | 0.539 | 0.344 | Valid |
| 10 | Item10 | 0.942 | 0.344 | Valid |
| 11 | Item11 | 0.124 | 0.344 | Invalid |
| 12 | Item12 | 0.962 | 0.344 | Valid |
| 13 | Item13 | 0.199 | 0.344 | Invalid |
| 14 | Item14 | 0.620 | 0.344 | Valid |
| 15 | Item15 | 0.023 | 0.344 | Invalid |
| 16 | Item16 | 0.623 | 0.344 | Valid |

| | | | | |
|----|--------|-------|-------|--------------|
| 17 | Item17 | 0.014 | 0.344 | Invalid |
| 18 | Item18 | 0.536 | 0.344 | Valid |
| 19 | Item19 | 0.898 | 0.344 | Valid |
| 20 | Item20 | 0.987 | 0.344 | Valid |
| 21 | Item21 | 0.609 | 0.344 | Valid |
| 22 | Item22 | 0.162 | 0.344 | Invalid |
| 23 | Item23 | 0.319 | 0.344 | Invalid |
| 24 | Item24 | 0.687 | 0.344 | Valid |
| 25 | Item25 | 0.365 | 0.344 | Valid |
| 26 | Item26 | 0.539 | 0.344 | Valid |
| 27 | Item27 | 0.258 | 0.344 | Invalid |
| 28 | Item28 | 0.664 | 0.344 | Valid |
| 29 | Item29 | 0.304 | 0.344 | Invalid |
| 30 | Item30 | 0.924 | 0.344 | Valid |
| 31 | Item31 | 0.566 | 0.344 | Valid |
| 32 | Item32 | 0.508 | 0.344 | Valid |
| 33 | Item33 | 0.074 | 0.344 | Invalid |

3.6.2. Reliability

Reliability is the consistency of the information obtained. It was used to measure an instrument in order to figure out whether the instrument can be used as a measuring tool or not whenever the instrument is used. Fraenkel, Wallen and Hyun (2012, p. 331) state reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Basically, reliability is the degree to which a test consistently measures whatever it measures.

The questionnaire in the study was originally developed by Kim (2000) in his study entitled 'Foreign Language Listening Anxiety: A study of Korean students learning English'. He used factor analysis, internal consistency and test-retest reliability for this instrument. The result of internal consistency estimated for reliability is 0.93 and test-retest reliability is 0.84. In short, the FLLA Questionnaire was considered reliable to be used in this study. Meanwhile, in this study, split half technique in SPSS was used to find out the internal consistency reliability of the questionnaire.

In other side, the reliability of the Listening Comprehension test was described in the reliability coefficient. The reliability result of TOEFL Junior Listening Test was 0.87 (So et. al., 2015). In short, the Listening Comprehension test of this study was appropriate to be applied as the instrument of this study.

In order to meet the the validity and the reliability of listening anxiety instrument in this study, try out was conducted to the school which has the same educational background and level. The tenth grade students MAN 1 Palembang was considered as the target of the try out. Below was the result of listening anxiety questionnaire reliability test conducted at MAN 1 Palembang:

**Table 12. Reliability Result of Questionnaire Items
Reliability Statistics**

| | | | |
|---------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | .635 |
| | | N of Items | 17 ^a |
| | Part 2 | Value | .731 |
| | | N of Items | 16 ^b |
| | Total N of Items | | 33 |
| Correlation Between Forms | | | .618 |

| | | |
|--------------------------------|----------------|------|
| Spearman-Brown | Equal Length | .764 |
| Coefficient | Unequal Length | .764 |
| Guttman Split-Half Coefficient | | .764 |

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17.

b. The items are: item17, item18, item19, item20, item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33.

3.7. Techniques for Analyzing the Data

3.7.1. Techniques of Scoring of Test and Questionnaire

In analyzing the data, there are two kinds of data under analysis. They were the data of students' listening comprehension achievement test and foreign language listening anxiety scale (FLLAS) questionnaire. All the data obtained from the test and questionnaire are statistically was calculated by using SPSS version 22.

The listening comprehension achievement test consisted of 42 items. The total number of correct answers for each section was statistically adjusted, or equated. These equated scores were then converted to section scaled scores that range from 200 to 300. Then, the scaled score was determined into CEFR (Common European Framework of Reference). This is the common measurement form in European countries that determined to which level the students English proficiency in Listening Comprehension skill.

3.7.2. Techniques of Analyzing Test and Questionnaire

In analyzing the data, data obtained from correlational research design was calculated by means of SPSS 22 software (Statistical Package for the Social Sciences). Moreover, the researcher used and described some techniques, as follows:

3.7.2.1. Correlation Analysis

In finding the correlation between the variables of the study, Pearson Product Moment Coefficient was used. Then, the significance of the correlation coefficient was determined by comparing the data of the coefficient r data in the level of significance of five percent in the table of product moment (r table). The correlation coefficient could be significant if the r table in the level of significance of 5 percent showed less than r data. In addition, if the data got the positive r value, the correlation might be a significantly positive. Then, if the result got negative r value, there might be a significant negative correlation. Below is the table showing the degree of correlation between the two variables:

Table 13. The Degree of Correlation Coefficient

| Correlation Interval | Degree of Correlation |
|----------------------|-----------------------|
| 0.85 – 1.000 | Very Strong |
| 0.65 – 0.84 | Strong |
| 0.41 – 0.64 | Fair |
| 0.34 – 0.40 | Weak |
| 0.00 – 0.34 | Very Weak |

Source: Johnson & Christensen, 2012, p. 340.

3.7.2.2. Regression Analysis

In order to know the contribution of foreign language listening anxiety to listening comprehension of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang, regression analysis was applied to the study. In the correlation study, the analysis estimated a statistical process of the correlations between variables or between one or more predictor variables and the criterion variable. The, the result of the analysis indicated the percentage of the predictor variables that contributed to the criterion scores. In addition to, all the statistical calculation above will be completed by SPSS (Statistical Package for Social Science) computer program version 22.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents (a) findings of the study, (b) statistical analyses , and (c) the interpretation of the study.

4.1. Findings of the Study

The findings of the study were (1) the results of foreign language listening anxiety questionnaire and (2) the results of listening comprehension achievement test.

4.1.1. Results of Foreign Language Listening Anxiety Scale Questionnaire

Foreign Language Listening Anxiety Scale Questionnaire (FLLAS) was administered to know how much anxiety had by the students while listening to English in which each item of the questionnaire represented factors that made the students feel anxious while listening to English. The score taken from the questionnaire represented their listening anxiety experienced by the tenth grade students of MAN 2 Palembang. Based on the data obtained (see Appendix J), the highest score of the test was 97, and the lowest score was 55 and the mean score was 82.08. Meanwhile to determine the high and low anxious learners, the median of the scoring scale was calculated and the median of the data obtained was 83. Those whose score are above or equal to the median were considered as highly anxious students, and those whose score fall below the median were put in the low group. Table 14 shows the distribution of the foreign language listening anxiety scale score:

Table 14. The Distribution of Foreign Language Listening Anxiety Questionnaire Score

| Anxiety Level | FLLAS Score | Mean | Frequency | Percentage |
|----------------------|--------------------|-------------|------------------|-------------------|
| High | ≥ 83 | 87.51 | 98 | 52.1% |
| Low | < 83 | 76.44 | 90 | 47.9% |
| Total | | | 188 | 100 % |

There were 98 students who had the higher score than the median score (83.00). In other words, it showed that 52.1% students had high anxiety while listening to English. While the others, 90 students showed that their anxiety score were lower than the median score meaning that 47.9% students had low anxiety while listening to English.

4.1.2. Results of Students' Listening Comprehension Achievement Test

The results showed that the lowest score of listening comprehension test was 211 and the highest was 280 out of 300 (see Appendix L). For each category, 14 students belonged to the independent users and 174 had been basic users. In contrast, there was none of the students had been proficient users. The distribution was presented in the following table:

Table 15. Distribution of Students' Listening Comprehension Achievement Test

| No. | Score Interval | Category | Number of Students | Percentage |
|------------|-----------------------|------------------|---------------------------|-------------------|
| 1. | Above 300 | Proficient User | 0 | 0% |
| 2. | 250 – 300 | Independent User | 14 | 10.1% |
| 3. | 200 – 245 | Basic User | 174 | 89.9% |

Furthermore, to see the listening comprehension achievement scales (basic user, independent user, and proficient user) among the students who had different anxiety levels, their listening comprehension achievement score was compared. Table 16 shows the distribution of listening comprehension achievement scale score based on the anxiety levels.

Table 16. The Distribution of Listening Comprehension Achievement Test Based on the Anxiety Levels

| Listening Comprehension Achievement Scales | High Anxiety Level | | | | Low Anxiety Level | | | |
|--|--------------------|---------------|------|------|-------------------|--------------|------|------|
| | N | Mean | Min. | Max. | N | Mean | Min. | Max. |
| Proficient User | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Independent User | 7 | 253.14 | 250 | 255 | 7 | 265.00 | 256 | 280 |
| Basic User | 85 | 223.92 | 211 | 230 | 89 | 236.30 | 231 | 246 |
| Total | 92 | 477.06 | | | 96 | 499.3 | | |

The mean of listening comprehension achievement (LCA) of high anxiety level was 477.06, while the mean of listening comprehension achievement of low anxiety level was 499.3. Hence, the mean of listening comprehension achievement of low anxiety level was higher than the another level. In other words, those who had low anxiety level in listening to English got higher listening comprehension achievement. It could be seen from the result of the mean score basic users were dominant in the high anxiety level. Moreover, the lower result of basic user scale (236.30) in the low anxiety indicated poor listening scale experienced more in the high anxiety level (223.92). In short, the results described that many students who had high anxiety level got lower listening comprehension achievement than those who had low anxiety level.

4.1.3. Prerequisite Analysis

In prerequisite analysis, there were two analyses should be conducted.

They were normality test and linearity test.

4.1.3.1. Normality Test

In measuring normality test, Kolmogorov- Smirnov was applied. The normality test was used to measure whether the data were normal or not. The data were from students' foreign language listening anxiety questionnaire score and students' listening comprehension achievement test score.

The calculation of normality test used the calculation of SPSS 22. It was found that p-output from students' FLLAS questionnaire score was 0.608 and students' listening comprehension score was 0.637. From the result of the p-output, it can be stated that the students' FLLAS questionnaire score and students' listening test score data were normal, since it was higher than 0.05. The complete statistics can be seen in Appendix H.

4.1.3.2. The Linearity Analysis

In measuring the data linearity, Test for Linearity was applied. It measured whether students' FLLAS questionnaire score and students' listening test score data were linear or not. The statistics was found that the F value (F) 0.725 was lower than F-table (1.48), and the significant value (Sig.) was 0.870. The distribution showed that the significant value was higher than 0.05, it meant that the variables were linear. The data linearity is found whenever the p-output was higher than 0.05, and F- value was lower than F-table. From the result of the

significant value, it can be summed up that the students' FLLAS questionnaire score and listening comprehension achievement test score were linear.

4.1.4. Correlation between Foreign Language Listening Anxiety and Listening Comprehension Achievement

The third analysis was a correlation analysis using Pearson Moment Product correlation. It supposed to figure out the correlation between anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang. The statistical package for social science (SPSS) computer program version 22 did the calculation. Then the result of the calculation can be seen in the table as follows:

Table 17. Correlation between Foreign Language Listening Anxiety and Listening Comprehension Achievement Test.

| | | FLLAS | LCA |
|-------|---------------------|---------|---------|
| FLLAS | Pearson Correlation | 1 | -.725** |
| | Sig. (2-tailed) | | .000 |
| | N | 188 | 188 |
| LCA | Pearson Correlation | -.725** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 188 | 188 |

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient indicated a strong correlation with $r = -0.725$, and its interval was 0.60 - 0.799 . At the significance level of 0.01 in two tailed testing, r-obtained (-0.725) showed a strong correlation. The negative coefficient meant that the higher the anxiety, the lower the listening comprehension

achievement. In other words, those who had low anxiety could achieve better listening comprehension. Hence, there was a significant correlation between anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang.

4.1.5. Influence of Students' Foreign Language Listening Anxiety on Their Listening Comprehension Achievement

As had been noted above, listening anxiety over English had significant correlation with listening comprehension achievement and its correlation attained $-.725$ meant there was a strong correlation between them. However, regression analysis was still used to find out if students' listening anxiety influenced their listening comprehension achievement. Result of the analysis revealed that the R square (R^2) was $.525$. It means that students' listening anxiety over English influenced their listening comprehension achievement with 52.5% contribution. It can also be concluded that foreign language listening anxiety was the best predictor of the students' listening comprehension achievement in this context.

Table 18. Contribution of Anxiety to Listening Comprehension Achievement Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|----------|----------|-------------------|----------------------------|
| 1 | $.725^a$ | $.525$ | $.523$ | 7,610 |

a. Predictors: (Constant), FLLAS

4.2. Interpretation of the Study

According to the findings, there were significant correlation between foreign language listening anxiety and listening comprehension achievement.

There was negative correlation indicated that the higher the anxiety, the lower the listening comprehension achievement. Moreover, based on the result of the study, the listening anxiety gave contribution 52.5% to the listening comprehension achievement of the students in the target language.

There might be some reasons why there were significant correlation between students' foreign language listening anxiety and their listening comprehension achievement test. The significant correlation might occur due to some factors influenced students' anxiety. The major factors are tension or worry over listening to English and lack of self confidence.

Kim (2000, p. 91) reveals that tension or worry was associated with the negative aspects of fear and frustration in foreign language listening. Specifically, such feeling occurred when students were not familiar with the topic, had little processing time, did not have sufficient prior knowledge, and unable to understand other people's talks. He adds that listening anxiety became worse when the the students in the listening tasks situation. Furthermore, Samuels (2014, p. 183) and Bacon (2015, p. 543) mentioned that students may experience tense and worry while doing listening comprehension tasks due to several factors including the authenticity of the listening, lack of comprehensibility of the listening material and other external environmental variables such as noise and inaudibility.

In addition, Sawalha (2016, p. 86) also stresses that self-confidence plays a crucial role in determining a student's affective response to listening. Indeed, as some studies have revealed, if students have no confidence in their listening

abilities then even if they were proficient in the target language, they would still experience a high level of anxiety and hence do poorly in listening lessons. In other words, students who are proficient in the target language may not necessarily be confident of their listening skills and would therefore be equally subjected to listening anxiety. In short, regardless of proficiency level, when students lack confidence in their listening abilities, this would cause them to experience listening anxiety. Indeed as Tanaka and Ellis (2003, p. 73) indicated, there is an inverse relationship between confidence and anxiety. That is the lower a student's level of anxiety; the greater the sense of self-confidence and when this happens there is the strong possibility that the student will be more proficient in the target language.

Additionally, a closer look at the literature review reveals that the findings of this research are congruent with the findings found in previous studies conducted by Kim (2000); Zhou (2003); Chen & Zhang (2004); Elkhafaifi (2005); Mills, Pajares & Herron (2006); Chang (2010), Wang (2010); Kimura (2011) and Golchi (2012). They all agreed that anxiety in English listening had negative correlation with students' listening comprehension achievement and they also found that the two factors that are tension or worry over English listening and lack of self confidence gave significant contribution to listening comprehension achievement test.

On the other hand, Gonen (2009); Gojian (2014); Serraj and Noreen (2013); Capan and Karaca (2013), and Xu (2013) find that there are no significant correlation between foreign language listening anxiety and listening

comprehension achievement. Otherwise, these findings reveal that the high anxious students get higher score than the low anxious students in listening achievement test. They agreed that anxious feelings would decrease as the students encountered the language testing.

At last, this research is beneficial to recognize students' anxiety in listening over English. It could predict students' achievement in listening comprehension test that the higher the anxious feeling, the lower the achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From all of the descriptions and explanations discussed in the previous chapters, this chapter draws conclusions and offers some recommendations.

5.1. Conclusions

After conducting the study on two variables (foreign language listening anxiety and listening comprehension achievement) and analyzing the data findings, several conclusions are presented.

Most of the tenth grade students of MAN 2 Palembang were in basic users category in listening comprehension achievement test. Besides, the statistical analyses indicated that there was a significant and negative correlation between foreign language listening anxiety and listening comprehension achievement of the tenth grade students of MAN 2 Palembang. The negative correlation meant the higher the anxious feelings, the lower the listening comprehension achievement. Hence, anxiety feeling as the instigator of achievement needs to be reduced to achieve higher achievement. Meanwhile, the results of FLLAS questionnaire showed that 98 students (52.1 %) had higher anxiety towards listening to English. The rest 90 of them (47.9%) had low anxiety. This finding means that anxious feeling in listening testing was a common phenomenon among the tenth grade students of MAN 2 Palembang.

5.2. Suggestions

As the study had confirmed a negative relationship between two types of anxiety and listening comprehension achievement, EFL teachers should pay

attention due to the existence and the influential effect of anxiety in the language learning.

First, by detecting the potential sources of anxiety, it would be possible to reduce the degree of FLLA among the students and create a low-anxiety environment. For instance, teachers can encourage their students to concentrate on the main idea of the recorded materials rather than following every word. This technique is helpful for lower level students. While the level of students' anxiety are gradually decreased if they learn how to cope with situation, they would be more competent to elicit the details in conversation in higher levels without being anxious.

Second, traditional listening teaching model which is merely restricted in playing a recorded material without offering some information must be changed into more vital and productive method. Third, teachers should be aware that although using only English in classroom can provide an authentic environment for students, it can be a cause for provoking anxiety among students. Therefore it is recommended that teachers shift into the mother tongue whenever they sense the necessity to avoid creating further blockage. Fourth, as for listening comprehension test itself, test developers are recommended to design less anxiety-provoking tests by sorting the items from simple to the most challenging. Since the initial items create anxiety, it would be difficult for the students to overcome their stress and take control to answer the other items.

Finally, students also should be aware of their drawbacks as foreign language learners and confront their anxiety that can be emerged in this kind of

context. They need to equip themselves by coming up with applicable strategies to reduce their anxiety so as to elevate their listening ability and foreign language learning in general.

At last, the result of this study might be beneficial for foreign language instructors to increase their knowledge about the substantial role of students' anxiety on their listening performance. For further studies in this area, it is recommended to find out more specifically the causes of anxiety among foreign language learners and provide interventions to reduce the negative effect of anxiety on the performance of language learners.

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