# The Effects of Anxiety toward Listening Comprehension at University Level

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**Abstract:- The issue of anxiety and its impact on the receptive skills has revolved around EFL and ESL context, and there have been alot have been revealed regarding the issue. This research addresses the levels of students' anxieties and their effect on the levels of listening comprehension on the fifth-semester students of English Education Study Program at University of Dayanu Ikhsanuddin. A quantitative research design was developed in performing the research processes that involved data collection and analysis. The sample size was determined by involving 45 students by means of random sampling to represent the total population of all fifth semester students. As a study measure, a closed-ended questionnaire was used to collect data on the level of anxiety of the students. The data were then analyzed by utilizing statistical tool that has been standardized by other researchers in this field. The findings indicate that four general categories of anxiety were emerging. These include listening anxiety due to features of foreign language input, processing of foreign language related elements, personal factors, and educational factors. The findings demonstrate that anxiety belonged to a relatively high level in all the samples. These anxiety levels led to the underperformance in the listening test, claiming that they have poor receptive skill ability. Regression analysis clearly demonstrated that Anxiety and listening comprehension have had a major impact. The findings lead to pedagogical implication that require teachers to overcome students' anxiety prior to classroom instruction.**

*Keywords:- Listening Anxiety, Listening Comprehension, English Education.*

## I. INTRODUCTION

An undeniable fact that listening is the greatest critical communication skill. This can be understood that listening is the most basic of all human needs to interpret the meaning in what is heard based on society's culture because it exhibits the ways humans interpret their environments [1]. However, some factors affect listening comprehension. One of them is anxiety. The subjective feeling of tension, nervousness, anticipation, and concern associated with the autonomic nervous system's arousal is described as anxiety [2]. It means that anxiety is a kind of feeling that related to being worried or afraid about the comprehension in listening[3].

The topic of student's listening anxiety has been concerned by many scholars. A study is done by Xu[4] under the title *Anxiety in EFL Listening Comprehension*. This study explains the correlation between anxiety and listening comprehension when the goals are to present the causes and remedies of EFL class listening comprehension anxiety and to address the results-related pedagogical consequences. The other study by Capan and Karaca[5] entitles "a comparative study of listening anxiety and reading anxiety", this study reports a correlation of English as a foreign language anxiety between reading and listening anxiety.

The study of language anxiety also has been concerned by Shabani [6] that Levels and causes of language anxiety and apprehension of foreign language learners' derogatory assessment. The learners could suffer it in a foreign language. Gopang [7] also pointed out the fear of language and the ideals of learners of language education, including a negative connection between anxiety and accomplishment. Again, Pan[2] stated that some factors contributed to anxiety in listening comprehension. Namely, the quality of the voice, difficulty level, lack of comprehension, lack of visual encouragement, lack of continuity, random speech, swift speech, accents/topics that are unknown. The investigator assumed that a listening comprehension task is often followed by fear during the process.

Listening anxiety determines not only the effects of listening comprehension, but also the capacity to listen. The previous research showed the relevance of anxiety in listening comprehension and explored the variables that impact anxiety in listening comprehension. This research, however, sought to examine the effect of anxiety on the understanding of listening.

## II. LITERATURE REVIEW

### A. Listening

The nature of foreign language anxiety and its capacity for major conflict with language learning and development has been recognized by educators for some time. In 1986, Horwitz et al [8] stated that foreign language anxiety is like "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". In fact, when studying a foreign language, it is generally known that anxiety plays a crucial role. In the language classroom, the influence of such emotional arousal on language learning has long been considered. Many of the previous research on the aspect of anxiety associated with oral development in L2 have been conducted; however, recent attention has been expanded to include all language skills [9].

Listening is one of these talents. Various variables can create uneasiness and stress for language learners during the listening process and result in bad listening. Young [10] stated that many causes result in poor listening capacity, such as inadequate focus on listening, immature teaching methodologies, unsuccessful listening techniques, and lack of vocabulary for students, but anxiety is increasingly significant. It plays a very significant role because anxiety can be triggered by the expectation of foreign language use in obtaining information.

Foreign or second language/L2, listening is a vital skill that allows L2 learners the capacity to process L2 feedback in their real-life daily conversations and to communicate with speakers of other languages [11][12]. L2 listening is conceptualized as a perceptual mechanism that allows learners to use auditory phonetics to coordinate, recognize and resolve sufficient lexical segmentation [13]. Moreover, In order to comprehend the aural texts, it is a nuanced and daunting mechanism that requires invoking both linguistic knowledge and world knowledge [14]. Listening has not been properly studied in conjunction with other L2 talents, such as writing and reading [15].

Comprehension of listening is a top-down mechanism in the sense that the different kinds of information used in language comprehension are not implemented in any set order that can be used in any order or even concurrently, and they are both able to communicate and affect each other. This is sometimes referred to as an interactive process, especially by reading theorists [16].

The argument is that listening comprehension is basically the product of an association with many sources of learning, including acoustic feedback, various forms of linguistic awareness, meaning specifics, and universal knowledge of the environment, and so on. Rivers in Hasyuni [17] claimed that Listening is a talent that is innovative. It says that we recognize the sound that falls on our ears and take the raw material of language, the structure of words, and the rise and fall of the voice, and we construct a meaning from this material. Listeners need to deal with the preference of language, structure, and distribution pace of the sender [18].

Listening capacity is an endeavor that requires awareness, focus and respect. Then, listening requires including language skills, such as grammar, knowledge of vocabulary, writing, speaking, and reading. Listening capacity may be understood as the ability to pay attention or hear something. Listening is not the same as listening, though. Basically, it is an automated, passive process. Without intervening in the process knowingly, it is possible to detect sounds. When hearing, the brain cannot immediately translate the words that they express into their message. That is basically what defines the context and the message of the sound of words by listening. It is an active mechanism that requires much more than allocating sounds or words to names.

To sum up, Listening can be recognized as the capacity to hear and grasp what others are doing. It is also a dynamic task, and by triggering their previous practice, we can help students understand what they hear. Listening is the successful approach and listening is not simply a matter of hearing, multiple steps are used in listening. Listening decides the gist of the sound and its message. Besides hearing, it's also a dynamic problem-solving talent, and it's more than just sound intuition. Listening involves knowing essential language talents. It is a means in which children, young people and adults develop a significant part of their education, their view of the environment and human relations, their beliefs, their sense of integrity and their respect.

### B. Anxiety

According to Horwitz et al. [8], Anxiety in foreign languages describes the pain, anxiety, nervousness and anxiety encountered while learning or using a foreign language. They further improve the learners may be good at acquiring other skills, but when they come to learn to communicate the foreign language in public, they may have a 'mental block.' Anxiety is the role of the ego to alert individuals about the likelihood of a danger, so the necessary adaptive response can be planned. Anxiety acts as a mechanism that safeguards the ego because the anxiety signals to us that there is a threat, that if the right thing is not done, the risk to the conquered ego will rise.

Anxiety is classified into two types: state anxiety and trait anxiety. State anxiety is a type of anxiety that arises when students are introduced to scenarios or conditions. There are beginners, for example, who can feel nervous if they are expected to talk in front of the class or if several of the teacher's words are not heard during the class. Trait anxiety, meanwhile, is the propensity of a person to feel nervous regardless of the conditions of which they are subjected. In this respect, it is argued that character fear is part of the character of certain bodies and is a lifelong condition.

According to Arnold and Brown in Subekti [19] Anxiety leaves students anxious and thus leads to bad grades, which in turn causes more anxiety and worse grades.

Anxiety is perceived through particular brain processes responsible for simple feelings as a higher-order sensation state. It describes anxiety as the outcome of a multicomplex

response mechanism that involves components that are affective, behavioral, physiological, and cognitive. For example, one aspect of anxiety may be seen as a cognitive mechanism that trains the person to expect potential hazards. Fear, on the other hand, is part of the reaction mechanism that encourages readiness for either freezing as part of the fight/flight response to prevent impending retribution or escape [20].

Anxiety is well-defined as a state of restlessness and apprehension or fear caused by the anticipation of approximately intimidating. For anxiety concerning English listening, in their research, In the English classroom at the Signal School, the communication anxiety of the Simple Signal Officers was triggered by the insufficient ability for students to contribute to classroom communication, lack of faith in classroom English communication, and also by affective factors such as interpersonal appraisal, classroom practices and procedures, as well as self-esteem [3].

A very important principle of stress and change is the notion of fear. According to Lazarus [21], Anxiety is an uncomfortable mental condition marked by subjective emotions such as tension, anxiety, anxiety, and also by the activated central nervous system. In addition, Lazarus [21] described fear, accompanied by some physiological reactions such as changes in heart rate and breathing, as an unsettling sensation. In addition, anxiety involves the experience of stressful moods and bodily reactions, i.e. anxiety is a reaction to a condition that is deemed dangerous.

Abu [22] believes that the higher levels of depression one faces, the lower results he/she can receive. Also, FLA has a major influence on one's concept of self. Several studies such Rodriguez & Arbeu [23], and Saito et. al. [24] revealed that Students who hae a high anxiety levels are likely to have poor expectations of their ability, which in turn discourages them from learning the target language. Likewise, numerous scholars, McCroskey & Richmond [24][25] for example postulate that FLA hinders one's willingness to communicate (WTC) in the target. Besides, several other factors for example, a positive classroom atmosphere has been reported to be inversely correlated with FLA.

## III. METHODS

Design of this research was used quantitative research. Methodologies can be used to identify relevant populations or samples, sampling techniques are usually carried out at irregular intervals, data collection uses research tools, and analysis of data is quantitative/statistical in order to test predetermined hypotheses.

The research population was all the fifth semester students of English Education Study Program at Education and Teachers Training Faculty, University of Dayanu Iksanuddin in Baubau City who registered in academic year 2020/2021. Based on the data informed by the Secretary of English Education Study Program, a number of students are 228 students which divided into five classes.

The sample size was 45 students by means of random sampling. There are two instruments that was used to collect the data in this research, those are questionnaire and listening test.

There were two kinds of data analyses. The first was the result of the data analysis by using descriptive statistics which presented the general tendency (mean, mode, and median), the spread of scores (variance, standard of deviation, and range), minimum and maximum scores, and requirement testing which consisted of linearity testing, and normality testing.

The second was the result of data analysis by using inferential statistics in term of testing criteria analysis and testing of hypothesis. While the inferential statistics presents the testing of hypothesis by using regresion analysis.

## IV. FINDINGS

In order to find out their level of anxiety in listening class, the questionnaire was distributed to the students. The questionnaire contained four general categories of anxiety to observe. while the mean score of each category of anxiety was very high. The mean score of listening anxiety related to charachteristic of foreign language input was142, listening anxiety refers to processing was 135,14, listening anxiety related to personal factors was 154,83, and the mean score of listening anxiety related to instructional factor was 157,50.

The mean score of students listening ability was 48.53. It was recognized that the group of students' listening comprehension was poor.

TABLE 1. THE CATEGORY OF LISTENING COMPREHENSION

| Test Score | Level of Ability |
|---|---|
| 80-100 | Excellent |
| 60-79 | Good |
| 50-59 | Average |
| 0-49 | Poor |

TABLE 2. ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

| | | Unstandardized Residual |
|---|---|---|
| N | | 45 |
| Normal Parameters[a,b] | Mean | ,0000000 |
| | Std. Deviation | 12,37951343 |
| Most Extreme Differences | Absolute | ,086 |
| | Positive | ,070 |
| | Negative | -,086 |
| Kolmogorov-Smirnov Z | | ,575 |
| Asymp. Sig. (2-tailed) | | ,896 |

To find out whether the dependent variable had linear relation to the independent variables, it was applied the linearity testing. The linearity testing showed that the correlation between dependent variable to independent variable was greater than 0.05. So, it can be determined that there was all the correlation between dependent variable to independent variables was linear.

TABLE 3. LINEARITY TESTING STATISTICAL ANALYSIS

| Variables | Deviation from linearity | |
|---|---|---|
| | F | Sig. |
| Y-X | 1,804 | 0,130 |

Because of all requirement analysis have been applied and fulfilled the criteria, the next analysis was to do the inferential statistics. It was done to examine the hypothesis. Depend on the presented data of ANOVA table, it was revealed that the value of F was 0,000 at the significance level was 0.000. This means that the regression model will be used to estimate the level of listening comprehension of the student that was affected by the anxiety of the student. Then, the sig. value was 0.000. Because it was fewer than a (0.05), it means that H0 was rejected and H1 was accepted. It was concluded that anxiety affect students' listening comprehension.

TABLE 4. RESULT OF REGRESION ANALYSIS

| Variables | Deviation from linearity | |
|---|---|---|
| | F | Sig. |
| X-Y | 0,000 | 0,000 |

In the findings, it has been found that the students have high category related to their levels of anxiety. But their listening comprehensions are in low category. The results of both variables are then analyzed using regresion analysis to determine the effect of each variable. The result of analysis indicates that there is an important influence between the understanding of fear and listening. This result can be deduced that the level of listening anxiety does have contribution to the level of listening comprehension.

## V. CONCLUSION

The result of this study concluded that the levels of students listening anxiety for the students of English Education Study Program at University of Dayanu Ikhsanuddin who study in the fifth semester was high. It can be explained by four general categories. Those are Listening anxiety related to characteristic of foreign language input while the mean score of this anxiety was 142, listening anxiety refers to processing was 135,14, listening anxiety related to personal factors was 154,83, and the mean listening anxiety related to instructional factor was 157,50. Based on the value of mean score that can be conclude the level of students listening anxiety was high.

Based on the test that was given to 45 students, the result of the test can be showed that the level of ability in listening comprehension at the fifth semester students of English Education Study Program-Dayanu Ikhsanuddin University was poor.

After analysis the data by using regression analysis in SPSS 21.0, the value of significance was 0,000 < 0.05. It means that H_1 was accepted and H_0 was rejected. Based on that result, it can be determined that there was a significant effect of anxiety toward listening comprehension at fifth semester students of English Education Study Program, University of Dayanu Ikhsanuddin.

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