A Study on the Relationship between Student's Listening Anxiety and Listening Comprehension

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Abstract

The study was intended to investigate the relationship between listening anxiety and listening comprehension of high school students in Batam. This research was a correlational research that aimed to obtain the relationship between two variables, listening anxiety and listening comprehension. The data were collected by using two techniques, questionnaire, which was distributed to find out students' listening anxiety level, while to find out students' listening comprehension, a listening test was conducted. The data was analyzed by using Pearson Product-Moment correlation to obtain the degree of relationship between two variables (listening anxiety and listening comprehension). The finding of the research was that $r_{obtained}$ was -0,287 that means: (1) there was a negative correlation between listening anxiety and listening comprehension; (2) the correlation degree between listening anxiety and listening comprehension was low; (3) there was no significant correlation between listening anxiety and listening comprehension, as $r_{obtained}$ (-0,287) is smaller compared to r_{table} (0,374) .
Keywords: *Listening Anxiety, Listening Comprehension*

INTRODUCTION

More than fifty percent of foreign language learners have ever experienced certain level of anxiety (Serraj and Nurdin, 2013). The feeling of anxiety make the learners find it difficult to enjoy foreign language learning, that will prevent then to absorb the language smoothly. Thus, anxiety could be a problem in learning foreign language as students with higher level of anxiety tends to perform more miserably than those with lower level of anxiety. In the beginning, anxiety is often associated with productive skill in which performance anxiety, state anxiety, and trait anxiety led into negative impacts towards their ability to produce the language. However, recent studies of anxiety has shifted to receptive skills of foreign language such as listening anxiety. A previous study (Tsai , 2013) found that when listening anxiety was low, listening strategy levels used by the students improved which could lead into a better competence in listening comprehension. Similarly, Liu (2016) also discovered that listening strategy and listening anxiety are strongly related and play important role in foreign language learning, particularly in listening comprehension.

Kim (2002, p. 7) mentioned that aspects of anxiety are divided into to four categories:

1. Fear of spoken English, it is an unpleasant feeling by someone who are scared and too worried to listen to spoken English.
2. Process related anxiety, the situations that threaten a person in the form of an assessment that is influenced by the attitudes, abilities, and experience of the individual so that these threats can cause anxiety.
3. Lack of self-confidence, it means that someone who lose of confidence will triggers not to act.
4. Concern about insufficient prior knowledge, it means that someone who concern about insufficient prior knowledge tends to lacks of knowledge about something so that she/he is anxious or afraid to express his or her thinking.

Tahsildar & Yusoff (2014, P.48) state that there are three levels of listening anxiety, namely high level of listening anxiety, moderate of listening anxiety and low level of listening anxiety, with the explanation as follows.

1. High level of listening anxiety, when the mostly a participant responded with agree or strongly agree.
2. Moderate level of listening anxiety, when a participant responded with undecided.
3. Low level of listening anxiety, when a participant responded with disagree or strongly disagree.

In foreign language learning, listening could be one of the most used skill as it is used to retrieve oral information. However, listening anxiety could arouse in listening comprehension context. It could be grounded by the feeling of worry and fear to be embarassed when the message is not interpreted correctly.

Gilakjani & Sabouri (2016, p. 124) define listening as an understanding process of what the speaker's purpose is. They also add that listening is how the listener not only receiving the message but also as the communication tool. While according to Ahmadi (2016, p. 8) Listening comprehension is the dissimilar process of understanding the sound language. Furthermore, Nadig (as cited in Gilakjani & Sabouri, 2016) mentions that listening comprehension is several process to identify and understand

spoken language. While Rost (as cited in Gilakjani & Sabouri, 2016) states that listening comprehension is a process of a corporation between listeners with what is heard to make meaning.

For listening assessment, Brown (2007, p. 120) states that listening assesments or performance, each of which comprises a category within which to consider assessment tasks and procedures as follow:

1. *Intensive listening*

     Listening for comprehension of the components (phonemes, words, intonation, discourse markers, etc.) of a bigger set of language.

2. *Responsive listening*.

    Listening to a comparatively short set of language (a greeting, question, command, comprehension check, etc.) to make a short response.

3. *Selective listening*

    The purpose of listening is to understand the information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news, etc).

4. *Extensive listening*

    This type of listening is aimed to get gist for the main idea and make the conclusion.

METHODOLOGY

1. Research Method

    The research method that was used in this research was quantitativee. Quantitative research is a measurement of quantity that usually can express in terms of quantity (Kothari, 2011, P. 3). In this research, the researcher conducted a correlational research.

2. Participants of the Research

    This research participants of this research high school students of several high school in Batam. As Gay and Diehl in Hill (1998) and Mundir (2013) stated that proportionate sampling of correlational research should be 30, the researcher took 30 respondents by using random sampling.

3. Instruments

To get the data of students' listening anxiety, questionnaire item of foreign language listening anxiety scale (FLLAS). which were designed by Joohae Kim (2002) by following the guidelines of Gable and Wolf (1993) and De Vellis (1991) developed by Elkhafaifi (2005) was used. While to get the data of students' listening comprehension, researcher used responsive listening, selective listening and extensive listening, since this kinds of listening comprehension test is appropriate with senior high school students due to their level of knowledge which was taken from listening section of national examination (2017) as standard test. The validity and reliability of both instruments were tested before the instruments given to the students as sample of research. Only valid and reliable instruments were used to get research data.

4. Testing Hypothesis

a. Find the correlation ($r_{obtained}$) by using Pearson Product Moment

To find out whether there was a positive or negative correlation between the variables, pearson product moment formula was used as follows.

$$r = \frac{n\left(\sum xy\right) - \left(\sum x \cdot \sum y\right)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

r   = coefficient correlation between x and y

n   = Number of Respondent

x   = Listening anxiety score

y   = Listening comprehension score

If the value of $r_{obtained}$ was positive, it means that there would be a positive correlation between the variables. Then, it would be found out that the enhancement of variable x (listening anxiety) was followed by the enhancement of variable y (listening comprehension). While if the value of $r_{obtained}$ was negative, it means that there would be a negative correlation between the variables. Then, it would be found out that the enhancement of variable x (listening anxiety) was followed by the degradation of variable y (listening comprehension).

b. Classifying $r_{obtained}$ into the category level below

c. *Tabel.1. Classifying $r_{obtained}$*

No	Correlational Score	Level of Correlation
1	0,00 – 0,199	Very Low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Enough
4	0,60 – 0,799	High
5	0,80 – 0,100	Very High

(Siregar, 2017: 338)

d. Comparing $r_{obtained}$ with r_{table}

After finding $r_{obtained}$, then it would be compared to r_{table}. r_{table} is determined by the number of respondents and the level of significance used in this research. As there was 30 respondent and the researcher used 5% of level significance, the value of r_{table} was 0,374.

RESULT

1. Based on the result of correlation analysis by using product moment formula, it was found out that the value of $r_{obtained}$ was -0,287, with level of significance 0.05 and N = 30. Negative value of $r_{obtained}$ means that there was a negative correlation between listening anxiety and listening comprehension. Thus, it can be concluded that the enhancement of variable x (listening anxiety) is followed by the degradation of variable y (listening comprehension).

2. Based on the result above, of $r_{obtained}$ was -0,287, with level of significance 0.05 and N = 30, it is concluded that the correlation degree between listening anxiety and listening comprehension was low. It means that listening anxiety is barely related to listening comprehension.

3. To find the significance of correlation between listening anxiety and listening comprehension, $r_{obtained}$ was compared with r_{table}. The result was that $r_{obtained}$ was lower than r_{table}, where $r_{obtained}$ was -0,287, with level of significance 0.05 and N = 30, and r_{table} was 0,374, with level of significance 0.05 and N = 30. It means that there was no significant correlation between listening anxiety and listening comprehension. It means that a students with a high of listening anxiety do not always have low listening comprehension.

DISCUSSION

Based on the result of study, generally a student who has lower listening anxiety might have high score in listening comprehension test. In general, listening anxiety has negative correlation with listening comprehension. When the students have higher level of listening anxiety, their listening comprehension will negatively affected. It is occured as the feeling of anxiety establishes negative burden for foreign language learners. However, the reason of low correlation between listening anxiety and listening comprehension was the existence of reverse effect of listening anxiety upon listening comprehension.

As the results above, listening anxiety has a negative correlation with listening comprehension. Thus, to improve student's listening comprehension, teachers should avoid strategies that could provoke student's listening anxiety in foreign language classroom as it has been confirmed that listening anxiety exists and become an influential factor toward student's listening competence. Teachers should not create a high pressure learning environment to avoid the anxiety arouse. Instead of ordering the students to listen every word, teachers can ask them to draw the imagery, then find out the main idea or context of the task. Besides, listening test could provoke student's anxiety further, so putting the easier item in the beginning of the test will help as it will be difficult for them to cope with their anxiety if they start the test with a difficult one.

The result of this study can assist English teachers to be aware of the existence of listening anxiety in foreign language learners, so they could considerate this in choosing listening strategies to teach in classroom.

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