

CHAPTER 1

INTRODUCTION

This chapter elaborates on the background of the research, research questions, research purposes, research significances, limitations of the study, research framework, and the previous studies.

A. Background of Research

This research aims to analyze Indonesian English Foreign Language (EFL) learners' listening anxiety in E-Learning. Learning anxiety is not easy to detect, but it can be the most debilitating in language learning. It has a slow start to emerge as a problematic area for learners within speaking anxiety studies (Vogely, 1998).

Listening is essential in communication. Communication as a goal of EFL learning fails if the learners were less in listening comprehension (Naderi & Ashraf, 2014). According to Hamouda (2013a), Listening comprehension refers to interpreting what the listener has learned. It can repeat the text even if the listener can repeat the sound without accurate understanding. Listening comprehension is the first thing that learners should learn when they want to communicate with native speakers because they need to grasp the key point of what native speakers have to say (Ahmadi, 2016). Listening comprehension may be a difficult skill for learners, and teachers need to change their listening exercises to be more effective (Kurita, 2012). Many factors influence the difficulty of learners in listening comprehension. Psychological factors such as anxiety are known to be the biggest obstacle faced by EFL learners. Anxiety could lead to poor results, lack of concentration, and low self-confidence. (Oteir & Abd Aziz, 2017).

Listening anxiety dissolves concentration on listening content, the sensitivity of the auditory organ and the response will be reduced, and these factors reduce the amount of comprehensible information (Prastiyowati, 2019). Kim (Oteir & Abd Aziz, 2017) developed Foreign Language Listening Anxiety Scale (FLLAS) for her study and found that when learners were listening to the

English language, they experienced various personal effects such as irritation, nervousness, and tenseness. In this case, there are severe problems in English listening comprehension for EFL learners because English grammar, reading, and vocabulary were getting more attention from the university (Hamouda, 2013a). Moreover, listening anxiety is easily ignored (Vogely, 1998). As an EFL learner, the researcher also experienced those effects of anxiety when they were in the first semester of English Education Department of State Islamic University. The preliminary study showed that three students confessed that they tend to get worried, lose their concentration, and could not catch up with the words in listening class. Thus, this research will occur in the English Education Department at State Islamic University of Sunan Gunung Djati Bandung, located in Jl. Cimencrang, Bandung, West Java.

There are several previous research about listening anxiety. First, Prastiyowati's (2019) research examined the issue of listening anxiety encountered by the EFL learners in Malang. The study found that learners were mainly at a moderate level of anxiety. The following previous researcher is Oteir and Abd Aziz (2017). They discussed the effects of listening comprehension anxiety involving 15 Saudi EFL learners as participants. They found that in their listening lessons, learners experienced a high degree of listening comprehension anxiety. Another researcher, Agustiana (2019), examines EFL students' attitude towards learning to listen, the anxiety they experienced in listening, and their effort to enhance their listening skills in listening to spoken English text. The research discovered that the student experienced a high level of anxiety in listening, but they have a positive attitude toward their learning and the high effort to enhance their listening skills.

However, this research is different from the previous researches. This research is trying to analyze the level of students' listening anxiety and the causal factors of their anxiety based on the report from the students of the English Education Department in UIN Sunan Gunung Djati Bandung. Furthermore, all the learning systems change into e-learning due to the COVID-19 pandemic, so

that this study will focus on e-learning, such as online classes. Then, this research is entitled "**The Analysis of Students' Listening Anxiety in E-Learning.**"

B. Research Questions

From the description above, this research focuses on answering the following questions:

1. What is the students' listening anxiety level in e-learning?
2. What are the causal factors of students' listening anxiety in e-learning?

C. Research Purposes

From the research questions above, this research intends to gain the following purposes:

1. To analyze students' listening anxiety level in e-learning.
2. To find out the causal factors of students' listening anxiety in e-learning.

D. Research Significances

Practically, this research can be helpful for lecturers in the teaching-learning process and give information about the level of listening anxiety and the causal factors of students' listening anxiety. Moreover, by knowing the cause factors, the teachers could cope with students' listening anxiety and support them properly.

Theoretically, this research can be beneficial for the curriculum planner to arranging a suitable curriculum for teaching listening.

E. Limitation of The Study

This study aims to analyze the student's listening anxiety level and find the causal factors of listening anxiety. This research observed the college student from the 2nd semester of English Education Department of UIN Sunan Gunung Djati Bandung. This research was implemented online using the Google Form and a Whatsapp conversation. The scope and discretion of contact between teacher and students are limited in a virtual class. As a result, it provides for limitations in data collection. A face-to-face encounter would have been excellent for obtaining a more comprehensive research outcome.

F. Research Framework

Listening comprehension is an active process in which individuals focus on selected aspects of aural information, construct interpretations from passages, and correlate what they hear with established knowledge. (Gilakjani & Ahmadi, 2011). Listening comprehension is an important part of language learning (Gilakjani & Sabouri, 2016b), especially for EFL students, since communication, which can be considered the aim of EFL learning, will fail due to a lack of listening comprehension. (Naderi & Ashraf, 2014). People cannot communicate if they do not understand the message from the speakers (Prasetya et al., n.d.). Hamouda (2013a) found that listening took most of the total time (40-50%) spent communicating.

According to Hae-Suk Kim (2015), listening comprehension in the second language is a complex process. There are two distinct processes involved in listening comprehension, top-down and bottom-up process. Learners can find listening comprehension skills challenging to learn (Gilakjani & Sabouri, 2016b). Its difficulty makes learners tend to worry and to cause anxiety (Chang & College, 2008).

Anxiety is one of the primary individual differences that describes the subjective sensation of stress, anticipation, nervousness, and anxiety associated with autonomic nervous system arousal (Pan, 2016). Anxiety often appears in foreign language learning because those who learn foreign language experience greater levels of anxiety and difficulties with learning (Chen & Chang, 2004). In addition, language anxiety impacts anxious learners to become less knowledgeable of the language and has more difficulty demonstrating knowledge (Chen & Chang, 2004).

Speaking is the skill that produces the most anxiety in the foreign language (Young and Phillip cited in Vogely, 1998). Nevertheless, listening to recognize anxiety has steadily started to emerge for learners to study speech anxiety. Unfortunately, the purpose of most classroom exercises is to concentrate on speaking skills. Therefore, listening comprehension and anxiety are easily being ignored.

Pan (2016) said that listening anxiety in EFL classes has complicated factors. She analyzed the affecting factors of students' listening anxiety as the following:

1. Lecturer factors

Lecturer plan and supervise the process in the listening class. Lecturers are the people who are most closely associated with the teaching process; they know what is best for students, such as the content of listening. Lecturers should select the right content which suitable for the students. Lecturers' choice of what to listen to, how to teach, and their personalities are essential factors that will influence students' anxiety in the listening process.

2. Student factors

Students take part as a participant in the listening process. Their performance determines the result. According to research, the lower the learners' listening comprehension level, the higher their anxiety, and the higher the corresponding test scores, and vice versa. It affected by the following factors:

- a. Listening comprehension ability;
- b. Student's sense of self-efficacy;
- c. Student's learning habits;
- d. Student's achievement motivation.

3. Listening Material and Process

The complexity level of the listening material is closely related to the level of listening anxiety. The more complicated the listening material is, and the more complex the grammar, the more likely it is to induce listening anxiety in students.

4. Other Factors

Numerous other factors contribute to listeners' anxiety. If the voice of the recording is not excellent and noisy, it will affect student's anxiety. Besides, the physical environment, such as when a room is too hot or too cold, is essential and often interferes with listening anxiety. When a

classroom is too busy, loses ventilation, or is too crowded and uncomfortable, it causes anxiety in the students who are listening.

The measurement of listening anxiety was developed by Kim (2000) through Language Listening Anxiety Scale (FLLAS) questionnaire. She constructed 33 listening anxiety and open-ended questions in the questionnaires and retrospective interviews (Kiliç, 2007). The results of Kim's study indicated that foreign language learners experienced anxiety in response to listening comprehension and revealed that FLLAS is a reliable and valid measure of foreign language listening anxiety. FLLAS will divide students' listening anxiety into three-level, Low Anxiety Level, Moderate Anxiety Level, and High Anxiety Level.

According to Abbad et al. (2009 as cited in Arkorful & Abaidoo, 2014), any learning-enabled electronically is E-learning. It involves the use of digital technologies. E-learning divides into two types (Algahtani, n.d.), computer-based e-learning and internet-based e-learning. E-learning is most widely used in most foreign universities worldwide, as it was implemented to facilitate the learning process in higher education. (Abou El-Seoud et al., 2014).

G. Previous Studies

There are some researches regarding listening comprehension anxiety. Prastiyowati (2019) examined the issue of listening anxiety faced by the EFL learners' in Malang. The study revealed that anxiety came from reasons due to students' background knowledge. They tend to get worried, nervous, or anxious if they miss important ideas, not understanding every word, find unfamiliar words and topics. Mostly, students in Malang were in moderate-level anxiety.

Oteir and Abd Aziz (2017) discussed the effects of listening comprehension anxiety involving 15 Saudi EFL learners' participants. They divided the effect into three main themes based on the learners' perspective, personal, social, and academic. They found that the learners experienced a high level of listening comprehension anxiety in their listening classes.

Another researcher, Agustiana (2019), examines EFL students' attitude towards learning to listen, the anxiety they experienced in listening, and their

effort to enhance their listening skills in listening to spoken English text. The researcher applied a survey design in this research. She distributed 50 questions with the closed-ended question to 58 EFL students of a Private University in West Java, Indonesia. It discovered that the students experienced a high level of anxiety in listening, but they have a positive attitude toward its learning and the high effort to enhance their listening skills. Many students experienced moderate until a high level of anxiety in listening. Listening anxiety is influenced by many factors and appears in various ways during listening activities. Based on the students' perspective, It has impacts personally, socially, and academically.





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