The Relationship between Listening Anxiety and Listening Comprehension of English Department Students in Basic Listening Classes at Universitas Negeri Padang

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Article History	Abstract
	Listening anxiety which makes someone feel tensions, fear, uncomfortable, and worry was suspected to affect students' comprehension in listening class. Therefore, this research aimed to find the relationship between listening anxiety and listening comprehension of English department students who had taken the Basic Listening class at Universitas Negeri Padang. The type of research used in this research was correlation research. The population of this research was the second-year students in Basic Listening Class of English Department. The sample was 60 students who were chosen randomly from the total population using Simple Random Sampling. The data were collected through a questionnaire and an English listening comprehension test using Basic Listening final examination test. The results showed that Foreign Language Listening Anxiety (FLLA) and Listening Comprehension (LC) did not have any correlation (Sig. (2-tailed) = 0.059) which indicates the two variable of the research (listening anxiety and listening comprehension) did not necessarily affect each other. In other words, when a student has a high listening anxiety, it does not mean that their listening comprehension is low, and when a student has a low listening anxiety, it does not mean that they have a good listening comprehension. Further research related to listening comprehension and listening anxiety is suggested to do using a primary instrument for the listening comprehension test.

INTRODUCTION

English is essential to be mastered for the sake of communication, especially for foreign language learners. However, due to English is not their first language, foreign language learners often feel anxious, even before they come to the classroom. This situation is called language anxiety. MacIntyre & Gardner (MacIntyre & Gardner, 1994) describe language anxiety as the rising of tension and uneasiness in a second language context- listening, speaking, and learning and it prevents the students to get the successful target of their performance in language target. Horwitz, Horwitz, &

Cope (Horwitz, Horwitz, & Cope, 1986) argues that majorities of language learners have experienced the language anxiety. The students think that English will be difficult and complicated to learn which will result in the anxiety itself.

There have been many researchers who have analyzed language anxiety. They are Horwitz (2001) that analyzed the relationship between language anxiety and academic achievement, Han (2013) and Karunakaran, Rana, and Haq (2013) that talked about the relationship between foreign language anxiety and the factors of foreign language anxiety and how to overcome the problem. The same analysis also has been done in 2016 by some researcher, such as Elaldi (2016) who discussed foreign language anxiety levels of students, Lababidi (2016) discussed the perceptions, experiences, and anxiety the students had in a foreign language class, and how they solve the problems, Kralova (2016) discussed the language anxiety as a whole element, starting from the characteristics, factors, causes and the others related with language anxiety. The last one that is similar to Horwitz (2001) has been done by Halder (2018) that discussed the relationship between English language anxiety and academic achievement.

In this research, one specific skill that has been analyzed and discussed was listening skill. Listening is considered as a really important skill to be mastered by students. This idea is supported by the fact that students spend most of their time to listen to what their teachers say in class, for example, presenting lectures, asking questions, and so on. As suggested by Yusnida, Muslem (Yusnida, Muslem, 2017) that the students are expected to listen more often than they speak, read, and write. This proves that in reality, listening skill is more important than other skills seeing from how often the students using it compared to other skills. Despite the fact that listening skill is very important, the students still have many factors that block them from gaining listening comprehension. In EFL classes, the students tend to have many difficulties in comprehending the listening. These problems would cause them to have listening anxiety.

Golchi (Golchi, 2012) argues that low listening ability is derived from various factors, such as the poor intensity on listening, premature teaching techniques, limited listening strategies, and the lack of vocabulary by the students, but the most important one is anxiety. Anxiety is the most important factor because the students are foreign language learners. When they are anticipating hearing some information in a foreign language, they would get anxious.

Due to the listening anxiety, the students may have poor result in listening comprehension. Listening comprehension is an understanding of the spoken language. The term "understanding" in this idea can be comprehending the meaning of each word, knowing the speech sounds, and comprehending the whole meaning of what being said. If the students have listening anxiety, they will not get the best comprehension because they may feel anxious, fearful, and uncomfortable throughout the listening process in the classroom.

Therefore, the researcher wanted to see more about listening anxiety of the students especially with the relation of the anxiety with the comprehension of the students, like it was already stated in the background of the problem. The researcher wanted to know whether or not listening anxiety correlates with students' listening comprehension.

RESEARCH METHOD
   1. **Research Design**
      This research aims to know the relationship between listening anxiety and listening comprehension in Basic Listening classes. In this research, the researcher used quantitative data analysis. The data was measured using numbers and values.
   2. **Population and Sample**
      a. Population
         The population of this research was all classes of Basic Listening class of 2019 students. There were 6 classes in total.
      b. Sample
         From total 6 classes of Basic Listening class, the researcher randomly took 10 students from each class.
      The type of the sampling in this research is Simple Random Sampling. Every individual in the population had the same probability of being selected and selection of one individual in no way affects selection of another individual so that the result of this research would be more reliable.
   3. **Instrumentation**
   a. Questionnaire
      The instrument used was Foreign Language Listening Anxiety Questionnaire (FLLAQ) adopted from Marzec-Stawiarska (2013) and Horwitz (2008). According to (Wilson & McLean in Cohen, Manion, and Morrison (2007, p. 317), a questionnaire is an instrument that used to collect the information, structured, numerical data, can be taken even if there is no researcher, and comparatively straightforward to analyze.
      Specifically, the questionnaire used in this research was rating scales. This kind of questionnaire is very useful to be used because it builds in a degree of sensitivity and differentiation of responses. The questionnaire in this research used to state the factors and the level of listening anxiety.

Table 1. Level of Anxiety (Source: Horwitz, 2008)

No	Level	Score
1	Low	33-75 points
2	Middle	76-120 points
3	High	121-165 points

   b. **Listening Comprehension Test**
      As for the English listening test, the researcher used the results from the final semester examination of Basic Listening class. The data was gotten from the lecturer in charge of Basic Listening classes.

   4. **Validity**
      Validity is an important key to do research. If the research does not have any validity of the research he/she does, then, it is worthless due to the invalidity of the instruments used in research.
      The validity used in this research is a construct validity. Construct validity means what actually done in the research or the deal with actualities. It does not merely

depend on one thing because there may be other construction other than that. The thing that simply can be accepted by the other similar construction. For example, this research assumes that the listening anxiety of students can be known from the level of it and the construction of it is the factor that causes the listening anxiety of college students. The item of the questionnaires had been validated by lecturers of English Department at Universitas Negeri Padang who expert in this field.

5. Reliability

Reliability means the consistency and persistence of measurement (Heale & Twycross, 2015). It has meaning that the test or questionnaire given to the correspondents must have consistency when the test or questionnaire given again. The type of reliability used in this research is based on Cronbach's Alpha Standardized Item. In this research, the reliability of the items was analyzed by using Cronbach Alpha through SPSS version 25.0.

Table 2. Reliability Range The scale is (Arikunto, 2007)

Cronbach's Alpha Score	Level of Reliability
0.0-0.20	Not reliable
0.21-0.40	Low
0.41-0.60	Moderate
0.61-0.80	High
0.81-1.00	Very high

The reliability of the FLLAQ (Foreign Language Listening Anxiety Questionnaire) is stated in the tables below:

Reliability Statistics

Cronbach's Alpha	N of Items
.923	49

Table 3 Realibility Statistics of FLLAQ

After the calculation by using SPSS 25.0, it was found that the questionnaire was highly reliable because the reliability is 0.923 with 49 items of questions.

6. Techniques of Data Collection

In collecting the data, the researcher did:

1. For the questionnaire

   In collecting the data, the researcher gave the questionnaire through Google Form or link that they filled with the rating scales type ranged from strongly disagree (1) until strongly agree (5). The college students of Basic Listening classes filled that based on the time provided by the researcher. Then, if they had finished in filling both of the questionnaires, they submitted it toward the researcher. Lastly, the researcher counted the result at home.

2. For the English test

   The researcher asked for the results of Basic Listening Final Test from the lecturer responsible for the classes.

7. Techniques of Data Analysis

To analyze the data from the questionnaire and the data from the results of Basic Listening final exams, the researcher used Inferential Analysis. In the process, the researcher used SPSS (Statistical Package for the Social Sciences) to process and analyzes the data.

RESULT AND DISCUSSION
Research Finding
        The findings stated in this research are from questionnaire and the listening comprehension test.
        In order to find the relationship between Listening Anxiety and Listening Comprehension in Basic Listening Classes, the researcher must clearly grouped the results from FLLAQ and Listening Comprehension Test first.
  1. Questionnaire (FLLAQ)
The questionnaire is used to know the level of listening anxiety of the students. From the questionnaire used in this research, the results are stated in the table below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
FLLA	60	100	210	151.43	23.645
Valid N (listwise)	60				

Table 4 Descriptive Statistics of FLLAQ

Table2 is the descriptive analysis of the FLLAQ. The mean (m=151.43) and Std.Deviation SD=23.645) show that the subjects have experienced a high listening anxiety, which makes the subjects easily produce anxiety during the process of listening comprehension. From the data obtained from the questionnaire, the finding of this research show that the majority of the students of basic listening class are in middle to high level of anxiety with 6 of them are in the middle level and the rest 54 of the students are in the high level of anxiety.
  2. Listening Comprehension Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LC	60	30	95	56.22	14.791
Valid N (listwise)	60				

Table 5 Descriptive Statistics of Listening Comprehension Test

No	Score	Total Students
1	20-40	10
2	41-60	27
3	61-80	18
4	81-100	5
TOTAL		**60**

Table 6 Range of Students' Listening Comprehension Score

Table 7 and 8 indicate that basic listening students have varied scores in their listening comprehension test. This finding is one of the key points in searching correlation between listening anxiety and listening comprehension.
  3. **The Relationship between Listening Anxiety and Listening Comprehension in Basic Listening Classes**
To find out the relationship between listening anxiety and listening comprehension, the researcher made a correlation analysis between FLLA and Listening Comprehension Test.

Correlations

		FLLA	LC
FLLA	Pearson Correlation	1	-.245
	Sig. (2-tailed)		.059
	N	60	60
LC	Pearson Correlation	-.245	1
	Sig. (2-tailed)	.059	
	N	60	60

Table 7 Correlation between Foreign Language Listening Anxiety (FLLA) and Listening Comprehension (LC)

The significance of the correlation coefficient (Sig. (2-tailed) is .059. According to the theory of significance in correlational research, if the Sig. (2-tailed) is higher than 0.05, it means that the results does not have any correlation.

Discussion

This study was conducted to 2019 Basic Listening class students of English Department at Universitas Negeri Padang. From the data obtained from the questionnaire (Foreign Language Listening Anxiety Questionnaire), it was found that the majority of the students have a high listening anxiety range (6 of the total 60 sample were in middle anxiety level the rest 54 of the students are in the high level of anxiety). While from the data of listening comprehension test score, the students in Basic Listening class have varied scores with the minimum score 30 and maximum score 95.

A careful analysis of statistics that has been done with SPSS showed that English Foreign Language Listening Anxiety (FLLA) has no correlation with Listening Comprehension (LC) in Basic Listening class. This means that the two variable of the research (listening anxiety and listening comprehension) did not necessarily affect each other. In other words, when a student has a high listening anxiety, it does not mean that their listening comprehension is low, and when a student has a low listening anxiety, it does not mean that they have a good listening comprehension.

Anxiety is an effective filter that makes listeners with higher anxiety level get blocked from getting comprehensible input, and this makes them get a really bad achievements. High anxiety is a great attention distraction in listening comprehension. When a student with high anxiety level finds an unfamiliar word or sentence, she or he becomes stress and fears not to be able to comprehend the whole meaning. Meanwhile, students with lower anxiety level can make a quick positive response about the unfamiliar words they find and make a correct judgment about it.

However, in this research, the level of anxiety did not seem to affect or gave any impact to the listening comprehension of the students. It was shown from the data that even a student has a high anxiety (score 158), he/she still got a good listening comprehension (score 90). It was also applied in the other way around, a student with a middle anxiety level (score 118) got a lower score in listening comprehension (score 47). This showed the meaning of having no correlation, which were the two variables (listening anxiety and listening comprehension) did not correlate and did not give any impact or effect to each other.

Earlier research about relationship between listening anxiety and listening comprehension showed a different result. Elkhafaifi (2005) in his research "Listening Comprehension and Anxiety in the Arabic Language Classroom" shows a significant negative correlation between listening anxiety and listening comprehension (r =−.70,p <.01), which indicates that students who reported higher listening anxiety had lower listening comprehension grades than students who reported lower anxiety. He asserted that tension and worry played a big role in leading students into frustration and anxiety during the listening process.

In line with the previous study, Golchi (2012) in his research "Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners" also found that listening anxiety had negative correlation with listening comprehension. The results show a significant negative correlation with *r* = -.63 and *p* < .05. This show that when IELTS learners' level of listening anxiety increased, their listening comprehension decreased.

Additionally, Zhai (2015) in his research "Influence of Anxiety on English Listening Comprehension: An Investigation Based on the Freshmen of English Majors" found The mean of Foreign Language Listening Anxiety Questionnaire is 70.1481 (m=70.1481) that show that the subjects have experienced a little high listening anxiety, which reflects that during the process of listening comprehension, the subjects are quite easy to produce anxiety. In correlation, Zhai found that Foreign Language Listening Anxiety (FLLA) has a significant high negative correlation with Listening Proficiency (r= -.639**). Meanwhile, in the correlation to listening comprehension, his indicates that much higher anxiety interferes with the processing of listening comprehension, and the stronger anxiety the students experience, the worse listening achievements they make.

However, Erlina, Inderawati, R., and Hayati, R. (2016) in their research "The Influence of Listening Anxiety to Listening Comprehension of English Education Study Program Students of Sriwijaya University" found a different result from the studies that have been discussed earlier. The result shows a positive correlation (r = .514) which indicates that there is no significant influence between listening anxiety and listening comprehension.

CONCLUSION AND SUGGESTIONS
Conclusions

Based on the results obtained above, it can be concluded that listening anxiety and listening comprehension in Basic Listening Classes of English Department at Universitas Negeri Padang were not correlated. It means that the level of anxiety of the students did not necessarily affect the listening comprehension. Additionally, the results of FLLAQ showed that 6 students (10%) were in a middle level of anxiety towards listening in English. The rest 54 of them (90%) were in a high level of anxiety. Although having middle to high anxiety level, it did not mean that the listening comprehension of these students would be low. This finding showed that anxiety in English listening was a common phenomenon among the Basic Listening students in English Department of Universitas Negeri Padang, but not students with high anxiety has poor listening comprehension.

Suggestions

Based on the conclusions stated above it is suggested for the next researcher to continue the research about the relationship between listening anxiety and listening comprehension using a primary instrumentation. Due to this research used secondary instrumentation for the listening comprehension test score (the researcher did not actually obtained the test to get the listening comprehension of the students, but the researcher used the data score that were already collected from the final examination to the lecturers who were in charge for Basic Listening Classes), the results of this research might still lack of clarity. Therefore, it is suggested to continue the research using a primary instrumentation.

As for the lecturers, it is recommended to obtain an anxiety test to check the level of anxiety of the students in listening class. By doing this, it is expected that the lecturer would be able to reduce the listening anxiety of students during the class with knowing the things that trigger the students' anxiety at the first place. For example the students can get anxious when the speed of audio they are listening to is too fast for them, in this case it is suggested for the lecturer to give the students the material that is not too far nor too slow for the students so that they will find comfort in listening to the audio.

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