



The Correlation between EFL Students' Listening Anxieties with Listening Self-Efficacy in Listening Class

Faidhurrahmat¹, Aryuliva Adnan², Leni Marlina³

English Education Departement, FBS, Universitas Negeri Padang¹

English Education Departement, FBS, Universitas Negeri Padang²

English Education Departement, FBS, Universitas Negeri Padang³

Correspondence Email : faidhurrahmat69@gmail.com

Article History

Submitted: 2020-11-02

Accepted: 2020-12-01

Published: 2020-12-02

Keywords:

Self-Efficacy, Listening Anxiety, Intermediate Listening, English As Foreign Language, EFL Students

Abstract

This research deals with the correlation between self-efficacy and listening anxiety experienced by EFL college students at English Department, Universitas Negeri Padang. The purpose of this research is to investigate the students' self-efficacy and whether it is in correlation with their listening anxiety. The population of the research is obtained from all of the 2019 students (the second year students) who have already have taken the Basic Listening course in their first year of study. This study is conducted in correlational research by using random sampling. The researcher collects data by using two instruments: listening self-efficacy questionnaire and listening anxiety questionnaire. The result of this study showed there are a correlation between EFL students' listening self-efficacy and their listening anxiety. The correlation between the two aspects is low and it is in the same direction. On the other hand, students' speaking anxiety and self-efficacy stand in the medium level. They are not high and also not low.

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Faidhurrahmat, Aryuliva Adnan, & Leni Marlina. (2020). The Correlation between EFL Students' Listening Anxieties with Listening Self-Efficacy in Listening Class. *Journal of English Language Teaching*, 9. (4): pp. 672-681, DOI: [10.24036/jelt.v9i4.110228](https://doi.org/10.24036/jelt.v9i4.110228)

INTRODUCTION

Due to the urgency of using English as a second language many non-native-speaking country especially in the South East Asia country put and improve their language learning program in the curriculum. southeast Asia has many multicultural backgrounds and Multilanguage. In Indonesia for instance, there are over three hundred different native languages which make a challenge for the Indonesian government to construct a better English language learning program (Sandjaja, 2020). The purpose of this program usually to overcome the problem of many English Foreign Language (EFL) learners faced especially in the Asia continent with their Asian learning culture. One of the examples of the obstacle that may the EFL learners face in reaching the listening competency is the listening anxiety. Listening anxiety prevent the learners form developing their confidence and developing the skill in the language classroom. Many researchers found that listening anxiety have a

bad impact to the EFL learners. (Golchi, 2012) found that listening anxiety decrease their listening strategy use which lead to decrease of the listening improvement. (Bekleyen, 2009) also found that listening anxiety correlated negatively with the EFL learners' achievement. (Serraj & Noordin, 2013)) also stated that listening anxiety correlated negatively with the listening comprehension. According to the result of the several research above, the students with a higher level of anxiety will lead into the decreasing of performance in listening activity.

Another aspect that affects the listening competency of the EFL learners is self-efficacy. Self-efficacy is one of the social cognitive theory that brought by Bandura (1998). Social cognitive theory is important for improving their emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behaviour). Self-efficacy is also important for EFL learners in achieving their achievement in language learning. According to (Mills, 2009) self-efficacy has been the researchers' concern on this past 30 years. Students with high self-efficacy to perform academic tasks tend to exhibit lower levels of anxiety, display increased persistence when faced with obstacles, exert greater effort, show more flexible learning strategy use, and display higher levels of intrinsic interest in academic tasks and the low self-efficacy student tend to do the opposite (Pajares & Schunk, 2001).

Coping with the discussion above, it can be assumed that learners with higher level of listening anxiety tend to have similar symptoms with the learners with lower level of self-efficacy and also listening anxiety and self-efficacy are both derived term from the social cognitive theory. Due to the assumption above, this study intends to investigate the correlation between self-efficacy and listening anxiety experienced by EFL college students at English Department, Universitas Negeri Padang.

Several studies in these past 5 years have investigated the influence of listening self-efficacy to EFL learners (Davoudi & Chavosh, 2016; Genç, 2016; Kassem, 2015; Kitikanan & Sasimonton, 2017; Tabrizi & Saeidi, 2015; Todaka, 2017; Yang, 2016). The studies found there is a significant positive correlation between self-efficacy and learner achievement in the language classroom. This is indicating that self-efficacy is one of the indicators for a better learning achievement in the language learning field. On the other hand, many researchers investigated listening anxiety (Dalman, 2016; Li, 2015; Lili, 2015; Liu & Thondhlana, 2015) found listening anxiety is correlated negatively with the students' performance. Even though there are many studies conducted in listening anxiety and listening self-efficacy, little research has been conducted to explore the correlation between listening anxiety and the listening self-efficacy in the university language learning program. Therefore, it stimulated this study to investigate the correlation between EFL learners' listening anxiety and listening self-efficacy in listening class at English Department, Universitas Negeri Padang.

Listening Anxiety

Listening anxiety is one of the language anxiety categories. Language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986 as cited in He, 2018, p. 4) Language

anxiety that occurred in foreign language learning context is foreign and it is “a fear or apprehension occurring when a learner is expected to perform in a second or foreign language(Gardner & MacIntyre, 1993 as cited in He, 2018, p. 4). “Listening anxiety is mainly associated with learners' language competence, the characteristics of language input, and the nature of spoken language, which is ephemeral and out of listeners' control” (Chang, 2008, p. 23). In other word listening anxiety is an obstacle that happens to the EFL learners in the listening activity. According to Vandergrift & Goh (2012)Anxiety is one of the learners’ affective factors besides self-efficacy and motivation that influence a listening success. He stated that this factor will affect listening success in both macro levels (e.g., overall self-regulation of listening by the listener) and micro level (e.g., the quality and quantity of processing resources available for and allocated to the task). Therefore, anxiety plays an important role in listening success.

Chang (2008) in his study found several indicators of listening anxiety of the learners; the first is low confidence of comprehending spoken English. Many learners feel doubt about themselves and anxious that the spoken English speech was fast. They also felt more tense, afraid of eye contact with the teacher, and afraid of being laughed by their peers and this resulted with the learners didn’t want to volunteer an answer. The second is taking English listening courses as a requirement. The learners considerate listening was an important skill, but their low listening proficiency caused them to feel anxious when the course was required. The last is worrying about test difficulty. There are several aspect of test that provokes the anxiety in learners such as test content, speech speed, and type of the test for example the learners felt more relax with multiple choices.

There are three identified components of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation Horwitz et al 1986 as cited in Ni Hlaing & Yan Min Oo, 2017). Communication apprehension is the fear or anxiety experienced by an individual in communication. Learners with communication apprehension are shy about communicating with others and have difficulty speaking in public and listening to spoken messages. Therefore it will develop language anxiety since language class require them to communicate each other. Test anxiety is related with language anxiety because it developed by the unrealistic expectation of the learners toward the language achievement. Usually the low or even a moderate score on the test will arouse the anxiety within the learners because they see it as failure or see themselves as incompetent learners. In language classes, evaluation is not limited to a test-taking situation. It may occur in any evaluative situation, such as group discussions or speaking in front of the classroom. Students who fear negative evaluations from others may also develop language anxiety. There are three types of anxiety: “state anxiety, trait anxiety and situation-specific anxiety” (Ellis, 2008 as cited in Shi, 2017, p.7). Foreign language anxiety is categorized as situation-specific anxiety because the anxiety only appear on the certain context or situation (Wu, 2007).

In completion, listening anxiety is a serious problem faced by the learners since it affected their listening success and their behaviour toward the language class. In order to minimize it learners and lectures should work together in solving this problem.

Listening Self-Efficacy

Bandura (1998) define self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives and it determine how people feel, think, motivate themselves and behave. He stated that there are four self-efficacy sources which are mastery experiences, vicarious experiences, social persuasion and emotional condition.

Mastery experiences are the accomplishments that the students did in the past. Bandura (1998) believe that the sense of the past accomplishment will boost the student to be more successful in the future. Vicarious experiences are the accumulation of experienced gained by the observation of social models. This activity will generate the learners to feel that they are able to accomplish the difficult tasks by portraying themselves to the social models (teachers, friends, experts, etc.) that they observed. Social persuasion will also generate the same feeling by using verbal persuasion. Praising the learners for their work is one of the examples that usually teachers do. Emotional condition or emotional arousal is related with learners psychological condition. People with higher self-efficacy tend to alter their negative emotion to facilitate their self-belief of doing tasks.

Demir (2017) stated that positive self-perception and belief in success can affect students' participation in classroom activities and help them avoid deciding that the activities are beyond their abilities. Tabrizi & Saeidi (2015) suggested that in order to ensure learners' better accomplishment, teachers should nurture their sense of efficacy and autonomy and they should help learners develop a positive attitude towards their language learning experience and their capabilities to execute tasks because Students who are not sure about their own abilities to do better in different skills would be hindered, and thus less likely to gain better scores in tests. According to Kassem (2015) possessing enhanced listening comprehension and higher self-efficacy helps individual academic study. In the line with this Rahimi & Abedi, (2014) stated that success in language learning involve self-efficacy because learners who have higher self-efficacy have more control over the process of listening.

In completion, self-efficacy is the learner belief or personal judgement toward the problem that they want to execute. The positive or high self-efficacy have a greater impact on get a better achievement on the contrary negative or low self-efficacy have a bad impact for student in achieving their goals. Higher self-efficacy means the learner have the confident in taking the challenges or obstacles that they confronted. In other word, recognizing their self-efficacy level will helps the learners in improving their listening skill in order to reach their listening competency.

Research Question

The problem of this research is formulated in this following question:

1. Is there a correlation between listening anxiety of students who take Intermediate Listening class at English department of Universitas Negeri Padang with Listening Efficacy?
2. Do students with high of Listening Efficacy affect in listening anxiety?
3. Do students with low of Listening Efficacy affect in listening anxiety?

METHOD

The type of this research is correlational where the researcher will use quantitative data analysis. The type of data is measured using numbers and values.

Participants

The population of this research is the second year students of English Department at Universitas Negeri Padang who are taking Intermediate Listening class. The researcher will use Simple Random Sampling where there is a withdrawal from a population in a certain way so that each member of the population has the same opportunity to be selected. Therefore, from the total population, the researcher randomly took 10% learners from all classes to be participants. “A good maximum sample size is usually around 10% of the population, as long as this does not exceed 1000” (Bullen, 2014, p. 1). There were six classes in this population.

Instrumentation

The researcher will collect the data by using two questionnaires: Foreign Language Listening Anxiety Questionnaire (FLLAQ) and Listening Self-efficacy Beliefs Questionnaire (LSBQ). The LSBQ is adapted from (Tabrizi & Saeidi, 2015) and the FLLAQ is adopted from (Marzec-Stawiarska, 2013) Both questionnaires use Likert Scale items which popular to measure one concept. The adoption and adaptation held to adjust the research needs based on the research question and purpose in the chapter 1. The LSBQ is used to asses to measure the participants’ self-efficacy in listening comprehension and FLLAQ is used to investigate sources and symptoms of foreign language listening anxiety. FLLAQ’s Cronbach alpha score is .954 which fall into the very high reliability category on other hand the LSBQ’s Cronbach alpha score is .540 which fall into moderate reliability category.

RESULT AND DISCUSSION

To provide a general description of the level of the participants listening anxiety, and listening self-efficacy, the researchers conducted a preliminary analysis by computing the descriptive statistics of them.

Listening anxiety analysis

Table 1. Descriptive Statistics of Listening Anxiety

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Anxiety	60	120	244	174.80	27.401

Table 1 show the descriptive statistics of listening anxiety of the learners. Scores on this questionnaire can range from a minimum of 120 to a maximum of 244. From Table, it can be noted that the mean score for listening anxiety scores of 60 participants was 174.80 and the standard deviation came out to be 27.401.

Table 2. Range of Anxiety Level

Categorization	Frequency	Percentage
Low	10	16.5%
Medium	40	67%
High	10	16.5%
Total	60	100%

From the data that shown form the table above, most of the learners fall into the medium listening anxiety category which is 40 learners (67%). Both low listening anxiety category and high listening anxiety category have the same frequency which is 10 learners (16,5%).

Listening self-efficacy analysis

Table 3. Descriptive Statistics of Listening Self-Efficacy

	N	Minimum	Maximum	Mean	Std. Deviation
Listening Self-Efficacy	60	29	50	35.77	3.572

Table 3 show the scores on this questionnaire can range from a minimum of 29 to a maximum of 50. Table 3 displays the descriptive statistics for listening self-efficacy. As the results show, the mean score for listening self-efficacy scores of 60 participants was 35.77 and the standard deviation came out to be 3.572.

Table 4. Range of Self-Efficacy Level

Categorization	Frequency	Percentage
Low	13	21.5%
Medium	40	67%
High	7	11.5%
Total	60	100%

From the table above, the data show that 13 learners (21.5%) fall into low category. The medium category is filled with 40 learners (67%) and the high category is filled with 7 learners (11.5%).

The correlation between listening anxiety and listening self-efficacy analysis

Table 5. Correlation between Listening Anxiety and Listening Self-Efficacy

	Listening Anxiety	Listening Self-Efficacy

Listening Anxiety	Pearson Correlation	1	.364**
	Sig. (2-tailed)		.004
	N	60	60
Listening Self-Efficacy	Pearson Correlation	.364**	1
	Sig. (2-tailed)	.004	
	N	60	60

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

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

TABLE 10 Correlation between Listening Anxiety and Listening Self-Efficacy

The table above shows that the correlation coefficient (r) is 0.364 and the probability of significant Sig. (2-tailed) (ρ) is 0.004. It can be described that there is a positive correlation between listening anxiety (X) and listening self-efficacy (Y).

Discussion

The findings analysis already shows the level of listening anxiety, listening self-efficacy and the correlation of both variables. First of all, the researcher would like to discuss about the anxiety level among the learners, the data show that the medium listening anxiety category frequency is 67% participant and both low listening anxiety category and high listening anxiety category have the same frequency which is 16,5% participants. It means that the listening anxiety of learners in English department is on average. Next, the listening self-efficacy level data show that 21.5% participants is in low category, 67% participants is in medium category and the high category is filled with 11.5% participants. On the listening self-efficacy level, the majority of the participants also fall into medium category. Therefore the level of listening anxiety and the level of listening self-efficacy in English department, Universitas Negeri Padang is average. Moreover, the correlation result between listening anxiety and listening self-efficacy come out to be $r = 0.365$ and the significance is $\rho = 0.004$. Therefore, it can be interpreted that there is a significant positive correlation between variables X and Y. However, the correlation is in low level which mean when the level of listening anxiety of the learner increasing, the level of listening self-efficacy will also increasing but slightly in other word it is not significantly increasing, vice versa. According to Ehrman (1996) in his book stated that motivation, self-efficacy and anxiety are closely linked because when the performance disappointment of learner happen, it could lead to reduced self-efficacy, reduced motivation and increased anxiety. However, the result show otherwise, when the anxiety increase, the self-efficacy also increasing, vice versa.

Referring to the purpose of this study, the first question of the research is already answered where there is a positive correlation of both variable X and Y. for the second question, the answer it will affect the anxiety level of the learners and it makes the level of anxiety increase but not really significant due to the low correlation. For the third question, Low level of self-efficacy will also have the same impact to the level of anxiety, it will lower it but not significant.

CONCLUSION

According to the result finding, the learners' listening anxiety and learners' listening self-efficacy have a significant positive correlation. The category of the correlation is low correlation category. It implies that when the learners raise their anxiety in the listening class they will also increase their self-belief or self-efficacy too vice versa. The level of average both learners' anxiety and learners' self-efficacy is on medium level.

REFERENCES

- Bandura, A. (1998). Self-Efficacy, (1994), 1–65.
- Bekleyen, N. (2009). Helping teachers become better English students : Causes , effects , and coping strategies for foreign language listening anxiety, 37, 664–675. Retrieved from <https://doi.org/10.1016/j.system.2009.09.010>
- Chang, A. C. (2008). Sources of Listening Anxiety in Learning English as A Foreign Language, 21–34.
- Dalman, M. R. (2016). The Relationship between Listening Anxiety , Listening Comprehension Strategies , and Listening Performance among Iranian EFL University Students, 1(6), 241–252.
- Davoudi, M., & Chavosh, M. (2016). The Relationship between Multiple Intelligences and Listening Self-Efficacy among Iranian EFL Learners, 9(6), 199–212. Retrieved from <https://doi.org/10.5539/elt.v9n6p199>
- Demir, S. (2017). An Evaluation of Oral Language : The Relationship between Listening , Speaking and Self-efficacy, 5(9), 1457–1467. Retrieved from <https://doi.org/10.13189/ujer.2017.050903>
- Ehrman, M. E. (1996). *Understanding second language learning difficulties*. California: SAGE Publications.
- Genç, G. (2016). Exploring EFL Learners ' Perceived Self-efficacy and Beliefs on English Language Learning on English Language Learning, 41(2).
- Golchi, M. M. (2012). Listening Anxiety and Its Relationship with Listening Strategy Use and Listening Comprehension among Iranian IELTS Learners, 2(4). Retrieved from <https://doi.org/10.5539/ijel.v2n4p115>
- He, D. (2018). *Foreign Language Learning Anxiety in China*. Springer.
- Kassem, H. M. (2015). The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and, 8(2). Retrieved from <https://doi.org/10.5539/elt.v8n2p153>
- Kitikanan, P., & Sasimonton, P. (2017). The Relationship between English Self - efficacy and English Learning Achievement of L2 Thai Learners, 10(1), 149–164.

- Li, H. (2015). A Study of EFL Listening Anxiety in a Test Setting, 5(2), 106–114. Retrieved from <https://doi.org/10.5539/ijel.v5n2p106>
- Lili, Z. (2015). Influence of Anxiety on English Listening Comprehension : An Investigation Based on the Freshmen of English Majors, 11(6), 40–47. Retrieved from <https://doi.org/10.3968/7952>
- Liu, M., & Thondhlana, J. (2015). A Study of Chinese University EFL Learners ' Foreign Language Listening Anxiety, Listening Strategy Use and Academic Listening Performance. *Indonesian Journal of English Language Teaching*, 10(1), 30–47.
- Marzec-Stawiarska, M. (2013). CAUSES AND SYMPTOMS OF FOREIGN LANGUAGE LISTENING ANXIETY : A CASE STUDY OF PROFICIENT STUDENTS ABOUT.
- Mills, N. (2009). Self-Efficacy in Second Language Acquisition, 6–22.
- Ni Hlaing, N., & Yan Min Oo, W. (2017). An Investigation into Classroom and Language Skills' Anxiety among Myanmar EFL Students, 1–23.
- Pajares, F., & Schunk, D. H. (2001). SELF-BELIEFS AND SCHOOL SUCCESS: SELF-EFFICACY, SELF-CONCEPT, AND SCHOOL ACHIEVEMENT, 239–266.
- Rahimi, M., & Abedi, S. (2014). The Relationship between Listening Self-efficacy and Metacognitive Awareness of Listening Strategies. *Procedia - Social and Behavioral Sciences*, 98, 1454–1460. Retrieved from <https://doi.org/10.1016/j.sbspro.2014.03.565>
- Sandjaja, D. P. (2020). Indonesian. Retrieved from <https://asian.washington.edu/fields/indonesian>
- Serraj, S., & Noordin, N. (2013). Relationship among Iranian EFL Students ' Foreign Language Anxiety , Foreign Language Listening Anxiety and Their Listening Comprehension, 6(5), 1–12. Retrieved from <https://doi.org/10.5539/elt.v6n5p1>
- Shi, Y. (2017). *Listening Anxiety in English Learning Among International Students in A Secondary School in the UK*.
- Tabrizi, H. M., & Saeidi, M. (2015). The Relationship among Iranian EFL Learners ' Self-efficacy , Autonomy and Listening Comprehension Ability, 8(12). Retrieved from <https://doi.org/10.5539/elt.v8n12p158>
- Todaka, Y. (2017). European Journal of English Language Teaching SELF-EFFICACY OF ENGLISH LISTENING SKILLS IN JAPANESE COLLEGE EFL LEARNERS :, 93–120. Retrieved from <https://doi.org/10.5281/zenodo.321540>
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language*

Listening. Routledge.

- Wu, K. (2007). The Relationship between Language Learners ' Anxiety and Learning Strategy in the CLT Classrooms, 3(1), 174–191.
- Yang, P. (2016). In-Class Online Discussion Activities to Enhance EFL Learners ' English Self -Efficacy and Language Learning Strategies, 1(2), 115–129.