

An Analysis of Students' Anxiety in English Listening at Senior High School of West Sumatera

Farida Repelita Waty Kembaren¹ and Nopaliza²

^{1,2} English Education Department of University Of North Sumatera

faridarepelita@uinsu.ac.id , novaliza2911@gmail.com

Abstract

This paper presents the results and analysis of an interview study conducted with English teachers and senior high school students. This research qualitative methods and is analyzed by narrative inquiry. Participants of this study were 7 students of senior high school in West Sumatera. The instruments used to collect the data by observation and interview, and the questions used by the researcher to interview the participants are 6. The interview intends to get concrete information about the causes of students' anxiety in English listening, namely; (1) The lack of interest in learning English, (2) The lack of support for students from both inside and outside to learn English, and (3) The lack of students' vocabulary. These findings have implications for students, so they can overcome their anxiety when listening to English, and teachers can help and give more attention to them in overcoming their anxiety.

Keywords: Anxiety, English Listening, Senior High School

INTRODUCTION

A fundamental language skill that enables language learners to engage with others and receive information is listening (Chou, 2019:1). The capacity to listen is crucial since listening is a crucial part of people's daily communication and academic process (Shepherd, 2010). Speaking, writing, and reading take up a smaller percentage of people's time than listening does (Wolvin & Coakley, 1996; York, 2012). Students in grade 12 who spend the majority of their daily communication time listening can also benefit from it (Goodlad, 1983; Steil, Barker, & Watson, 1983). Thus, one of the most crucial components of students' daily learning that can have an impact on academic progress is listening (Buttery, 1990).

Listening is a basic language ability that allows language learners to receive information and interact with others (Chou, 2019:1). Listening plays an important role in the daily communication and academic procedure of people, therefore listening ability is very important (Shepherd, 2010). Compared to speaking, writing, or reading, listening spends most of people's time in communicative activities (Wolvin & Coakley, 1996; York, 2012). It is also appropriate for grade 12 students, who spend most of their daily communication time listening (Goodlad, 1983; Steil, Barker, & Watson, 1983). Thus, listening is one of the most important elements of students' daily learning that can affect academic achievement (Buttery, 1990). Anxiety is a form of the affective filter, so listeners with higher anxiety levels prevent themselves from receiving understandable input, which leads to worse listening achievements. In the meantime, higher anxiety is easy to distract attention and interferes with the normal procedure of listening comprehension (Xu, 2016 in Tahnuji, 2019:1).

Anxiety is resulting from uneasiness, frustration, self-doubt, and worry, students feel pressured and tense because they may be permitted to capture the terms conveyed by using the speaker, are tough to understand the pronunciation of the speaker, afraid while the speaker conveyed the information too fast, tension, apprehension, nervousness (Dan: 2018, Guswita and Sugirin: 2021, He: 2018 and Tahnuji: 2019).

In Taiwan Listening anxiety is relatively high in senior high school students, especially stemming from low self-belief in understanding spoken English and when their listening comprehension is assessed. But, Horwitz, e/n/. (1986, p. 131) Chang, (2008:21) points out, "so long as foreign language studying takes place in formal school rooms in which assessment is closely related to performance,

anxiety tends to develop constantly." He can see learners' listening anxiety in real-life situations, which may be very different from anxiety in the classroom.

Elkhafaifi (2005) in Kimura (2017:143), tested the connection between (a) second language listening anxiety and second language listening performance and (b) second language listening anxiety and final listening course ratings with 233 American Arabic students. He concluded that improved anxiety may want to affect student performance and studying. Cupurdija and Marija (2012) have observed that males and females have different levels of tension. He concluded that listening anxiety can be reduced by the usage of more effective listening strategies, that's any other cause why FL students have an advantage of strategy-based instruction in each high school student at Donji Miholjac.

The factors of listening anxiety and worry of negative assessment, concern about inadequate knowledge, and lack of self-confidence can prevent students' efforts to gain educational success, training plans and various exercises have to be done to govern and reduce the important elements of students' anxiety in English class and anxiety in listening ability at Shokouh language institutes placed in Sari, Ghaemshahr, Babol, Babolsar, and Amirkola in the summer trimester of 2016 (Galin Mahdinejad Gorji, et. el, 2017:24). The ratings of students' listening anxiety at school and listening comprehension at SMAN 1 Bunut, Indonesia had been included in that category on the "bad" level. In addition, the dominant element of students' listening anxiety is worry (Tahnuji, 2019:46). Language anxiety was put to the test in foreign language schools by Horwitz et al. (1986). They describe language learning anxiety in the classroom as "a specific complex of self-views, beliefs, attitudes, and behaviors related to language learning in the classroom originating from the particularities of the language mastering process."

This case not only is found in Taiwan, but this case can also be found in Indonesia, and also be found in West Sumatera Province, which is one of the schools where students experience anxiety in listening to English.

Although there had been many studies that have discussed this topic, however, no one has discussed the anxiety caused by students who do not like English lessons from the beginning, because of their environment there is less support for studying English and applying it to their everyday life day. So, it makes them feel less interested in learning English, especially in listening, because listening is a rather difficult studying technique in studying English. This research is expected to reduce students' anxiety in listening to English in senior high school. The purpose of this research is to find out about the causes of students' anxiety in senior high school in English listening.

METHODOLOGY

The subject of this study is the Twelfth Grade students of Senior High School of West Sumatera for 2021-2022. This school consists of 6 classes of Twelfth Grade, 2 classes of natural science, and 4 classes of social science. The researcher chose this classroom based on interviews with the school's English teacher and because the researcher found this case in the Twelfth Grade class. Therefore, the researcher will analyze the English Listening Anxiety of the Twelfth Grade students at Senior High School of West Sumatera.

Considering the population of students' Senior High School of West Sumatera above, the researcher would like to limit this research through the usage of purposive sampling. Thus, the researcher would like to choose the Twelfth Grade of Senior High School of West Sumatera. This research data is qualitative. Qualitative data had been analyzed from interviews to explain the motives why students had anxiety in listening to English. Even as the data assets are taken from students and English teachers. (1) Students are inexperienced persons, in studies students are important roles as data assets. (2) Teachers as collaborators, teachers help the researcher in undertaking action research. The researcher will take an interview with 5 students from each class of twelfth grade to analyze students' anxiety in English Listening.

The research design that the researcher uses for this study is the qualitative method. The Qualitative methods are the systematic series, organization, and interpretation of textual materials

derived from conversations. The approach that the researcher uses for this observation is narrative inquiry. Inquiry is a manner of carrying out research that makes a specialty of the testimonies we inform approximately our lives (Barkhuizen, 2016, p.4). Some strategies are used by the researcher in this research in gathering the statistics, particularly: (1) Observation, and (2) Interviews.

Narrative research is a design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more people to offer stories about their lives (Riessman, 2008). This information is then often retold or restored by the researcher into a story chronology. Often, in the end, the narrative combines perspectives from the participant's life with the ones of the researcher's life in a collaborative narrative (Clandinin & Connelly, 2000 in John W. Creswell and J. David Creswell, 2018, p.50).

Analyzing the qualitative information entails more than one stage of analysis and calls for successive actions to be taken from the specific to the general (John W. Creswell and J. David Creswell, 2018:268–270): (1) Prepare and arrange the data for analysis. To do this, interviews must be transcribed, materials must be optically scanned, field notes must be typed, all visual material must be cataloged, and the data must be sorted and organized into various sorts based on the sources of the data, (2) Read or take a look at every bit of information. This initial stage provides a broad overview of the data and a chance to consider its overarching purposes. What broad concepts do the contributors express? What kind of tone do the ideas have? What impact do the data's overall credibility, depth, and use have? At this point, qualitative researchers may start taking general notes on the data or writing comments in the margins of transcripts or observational field notes. A notebook of concepts might begin to take shape for visual facts, (3) Start coding all of the data. Coding is a method of arranging the data by placing text or image segments in brackets and writing a word that represents a category in the margins (Rossman & Rallis, 2012). It entails gathering textual data or images acquired during data collection, categorizing sentences (or paragraphs) or images, and then labeling those categories with a term, frequently based on the participant's actual language, (4) Creating a topical outline. Create an overview of the scene or the characters, as well as categories or themes, for examination using the coding method. The description gives specific information on the people, places, or activities taking place in a scene. To represent this description, researchers can create codes. This approach can be used to create in-depth descriptions for projects involving case studies, ethnographies, and narrative studies. (5) Illustrating the ideas and outline. enhance how the qualitative narrative would depict the ideas and outline. The most common approach is to present the results of the evaluation using a narrative passage. This debate most likely refers to a timeline of events, a special dialogue of various issues (complete with subthemes, detailed examples, multiple points of view from individuals, and quotations), or dialogue with related topics.

RESULT AND DISCUSSION

Based on data collected by observation and interview, the researcher found that students at Senior High School of West Sumatera experienced anxiety in listening to English due to several reasons, namely: (1) Lack of interest in learning English, (2) Lack of Support for Students From Both Inside And Outside To Learn English, and (3) Lack of Students' Vocabulary. Data were collected to find out what causes students' anxiety in listening to English at the Senior High School of West Sumatera.

(1) Lack of Interest in Learning English

Students' lack of interest in learning English is very common in the Senior High School of West Sumatra. This is because in the environment of these students there is no demand to learn English. This happens continuously from ancient times until now which causes students to have a sense of lack of interest in learning English. These students have their reasons why they are not interested in learning English.

This finding can be seen in the following table:

Table 1. Lack of Interest in Learning English

No	Participants Initials	Caused by Lack of Interest in Learning English	Classification Of Interest In Learning English	
			Interest Not Interest	Interest Not Interest
1.	S M	The differences in how to read and the form of the words		√
2.	M H	Hard to learn		√
3.	M H H	Have the challenge to learn	√	
4.	P Y	Sentence structure is difficult to understand		√

Based on Table 1. Lack of Interest in Learning English, it can be seen that, among the seven students who were interviewed, 5 of them had a lack of interest in learning English, especially listening to English, and two of them liked learning English. They have reasons that make them less like or less interested in learning English. Some are caused by the difficulty of learning English, vocabulary is difficult to learn because the writing and reading methods are different, and some because he/ she does not like the lesson, But even though they have a lack of interest in the subject, they still have to learn the lesson, because English lessons are mandatory and there is a syllabus for junior high school to high school levels, so this requires students to continue to try to find good gap points so that they can easy to learn the lesson and start to like it.

The data above is supported by the data stated by the supporting information as follows:

No.	Participants Initial	Researcher Question	Participants's Answer
1	S M	Are you interested in English lessons?	Saya kurang suka pelajaran bahasa inggris
2	M H		Saya kurang suka, karena pelajaran tersebut sulit untuk dipelajari
3	M H H		Saya lumayan menyukai pelajaran tersebut, karena dalam pelajaran bahasa inggris tersebut memiliki tantangan untuk memahaminya
4	P Y		Saya kurang mengerti pelajaran bahasa inggris karena saya kurang mengerti kata demi kata dan saya kesulitan untuk memahami pelajaran tersebut
5	L W		Saya kurang tertarik dengan pelajaran tersebut, karena saya tidak paham dengan bahasa inggris
6	M A		Saya tidak tertarik dengan pelajaran tersebut, karena pelajaran tersebut sulit
7	Z R		Saya suka dengan pelajaran bahasa inggris, karena pelajaran tersebut seru dan asik

(2) *Lack of Support for Students From Both Inside And Outside To Learn English*

Lack of support for students from both inside and outside to learn English means the lack of support or encouragement from within the student and support from outside such as family, environment, teachers, schools, and others learn English. Because of this, it makes most students in the areas where the students who have been interviewed live less like or less interested in learning English.

This finding can be seen in the following network image below:

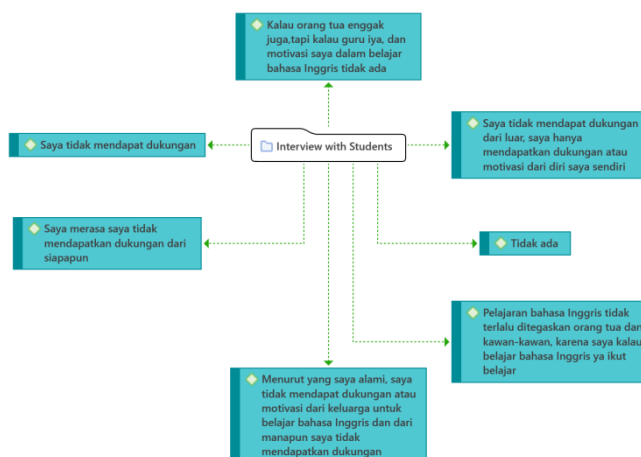


Figure 1. Lack of Support From Both Inside and Outside to Learn English

From the figure above, it can be seen that among the seven students who have been interviewed, only one student feels that there is motivation in hers to learn English, and there is one student who just wants to learn English but is not very motivated by himself, but he felt that his English teacher also supported him to learn English, especially listening to English, and 5 other students felt that they did not feel any motivation to learn English, while motivation from outside such as parents, school, teachers, friends, and others, no one of the students felt that they received support from them to learn English.

Students who do not get support for learning English will automatically have little interest and even no interest in learning English. Because basically to do something, including learning, there must first be encouragement from within a person to be able to do it. And if for example, we don't get support from within ourselves, at least we should get support to learn English from our parents or family, so that it can encourage us to learn English. Because the family has an important role for students to always support us in learning and doing positive things.

(3) Lack of Students' Vocabulary

The lack of vocabulary mastered by these students is one of the causes for there to the experience of anxiety in listening to English because, with their small vocabulary, they will not understand what they are listening to, making them anxious when asked to listen to English. Because indeed in learning English, the first and most important thing is to master, namely a lot of vocabulary to make it easier to master the English lesson.

This finding can be seen in the following table:

Table 1. Lack of Students' Vocabulary

No.	Participants Initial	Have a Lot of Vocabulary	Not Have Vocabulary
1	S M		√
2	M H		√
3	M H H		√
4	P Y		√
5	L W		√
6	M A		√
7	Z R		√

All students who have been interviewed by the researcher do not have English vocabulary. This will make them anxious when listening to English, not only when listening, but even in writing, reading, and speaking as well. Because the first thing that must be mastered in learning English is to master a

lot of vocabulary, with us having a lot of vocabulary will make it easier for us to learn English.

No.	Participants Initial	Researcher Question	Participants Answer
1	S M	Do you master a lot of English vocabulary?	Tidak
2	M H		Tidak
3	M H H		Tidak
4	P Y		Tidak
5	L W		Tidak
6	M A		Tidak
7	Z R		Tidak

Based on the data findings above, it can be stated that the cause of anxiety in listening to English in twelfth graders at Senior High School of West Sumatera are; lack of student interest in learning English, lack of support for students to learn from within, and from outside, and lack of vocabulary mastered by students, as is the opinion of Adnan (2012), low listening skills are caused by several factors, namely: lack of knowledge of students' English, lack of vocabulary mastered by students, lack of communication practices in students' daily lives, low quality of student assignments, inappropriate techniques used by English teachers, and the influence of students' internal factors.

Based on what Adnan (2012) said, there are 6 causes of student anxiety in listening to English, but after the researchers conducted interviews and observations, the researchers found that in general the causes of anxiety listening to English at Senior High School of West Sumatera were classified into 3, including; the first lack of interest in students to learn English. The cause of students feeling less interested in English is because they think that English is a foreign language that is difficult to learn, as stated in previous research by Khairani Ade Guswita and Sugirin (2021) that, they must be able to perform listening activities like senior high school students who will take the national examination to do well, particularly on the national examination. However, the majority of them continue to believe that English is a challenging subject in school. It lowers their self-esteem and causes them to worry in class, particularly when they have listening examinations. And also based on the results of observations that have to do by the researcher, the reason they feel less interested in learning English, especially listening to English is that in their family and environment there is no support or things that make them interested in English. The absence of this support is like the absence of providing private English lessons in the area. So this makes them not understand English, and not find exciting, interesting, and important points to learning English.

The second cause is; the lack of support from inside and outside to learn English. As stated by Zhang (2013), the factor of lack of self-development will hinder listening performance as students never try to practice listening to English recordings and do listening tasks to develop their listening skills. And the cause of this student's lack of self-development must be driven by the student's willingness and support by parents, teachers, schools, and the environment. And also, based on the results of the researcher's observation, the environmental area of the students who have been interviewed is indeed very weak with support for learning English, this is because the area of these students is far from the reach of the crowd, and the city, which in the city is already very the need to learn English, but in remote areas such as the environment these students are still unfamiliar with English, this causes them to lack support from parents, family, and the environment to learn English.

The last cause is; the lack of vocabulary mastered by students. Based on the results of interviews and observations that have been carried out by researchers, the cause of the lack of vocabulary mastered by students is due to the student's lack of interest in learning English, automatically they will not have enough vocabulary. Because to master a large vocabulary, a strong will must be encouraged to learn English. With students' low vocabulary, it makes them anxious when listening to English. this is the same as the previous study by Khairani Ade Guswita and Sugirin (2021), which stated that the percentage results showed that around 50% of students still lacked vocabulary which resulted in their limited understanding of the content of English speakers.

Based on the results that have been obtained by researchers that cause anxiety in listening to English twelfth graders at Senior High School of West Sumatera, several previous studies, such as; Zhang (2013), Khairani Ade Guswita and Sugirin (2021), and Adnan (2012), stated that the causes of anxiety in listening to English include: a lack of students' knowledge of English, lack of vocabulary mastered by students, lack of communication practices in everyday life. students, the low quality of student assignments, inappropriate techniques used by English teachers, and the influence of students' own internal factors, lack of self-development, and lack of support from outside such as family and environment for learning English.

But here the researcher concludes that students' anxiety in listening to English in general at Senior High School of West Sumatera, is caused by the lack of interest of students to learn English, lack of support from within students and from outside such as parents, teachers, schools and the environment to learn English, and the last is the lack of vocabulary mastered by students. By knowing what causes anxiety students at Senior High School of West Sumatera, can learn how to handle it by listening to English, and the teacher can pay closer attention to them so that they gradually reduce their anxiety. The teacher can also motivate so that the students at the school start to enjoy the English lesson.

CONCLUSION

Based on the analysis of the results of observations and interviews that have been carried out by researchers, researchers can conclude the causes of students' anxiety in listening to English at Senior High School of West Sumatera is the first; lack of student interest in learning English, second; lack of support for students from inside and outside to learn English, and finally the lack of vocabulary mastered by students.

These three things are very related, if students do not get support to learn English, it will cause them not to feel interested in learning English and will not even find it exciting, and interestingly when learning English and how important it is to learn English. So if they are not interested in learning English, especially listening to English, they will be lazy to learn English, and of course, they will not have a lot of English vocabulary. A lack of vocabulary mastered by students will make them anxious when listening to English.

These three things are not very good, because they will cause students to feel anxious when asked by the teacher to do assignments, especially listening to English. Because in listening to English, students must have a lot of vocabulary so that they understand what the speaker is saying. And to distinguish vocabulary that is almost similar to the reading, students must be able to distinguish and understand the meaning of what is heard, and most importantly not be anxious, so that there are no mistakes when listening to it. Because this anxiety is a bad feeling that can hurt students.

(1) For the Students; English lessons are very important lessons, because English is an international language, wherever you go in the future, you will always meet English. So, the researcher hopes to instill in the soul that English lessons are important, fun, and interesting so that you like and are interested in the lesson, if you like the lesson, you will not experience anxiety again in listening to English, (2) For the Teacher; Teachers have an important role in supporting students' enthusiasm for learning, especially in English lessons. because many students do not get support to learn English from their parents, family, and even from within themselves there is no feeling of support for learning English. So, the researcher hopes that in the future the English teacher at the school can provide full support to students, especially twelfth graders to learn English and how important it is to learn the lesson, and (3) For The Future Researcher; The results of this study can be used as a reference for future researchers in conducting research related to students' anxiety in listening to English. And can be used properly and usefully

REFERENCES

- Ali, M. (2020) The relationship between listening anxiety among Iraq EFL University students and their performance in listening comprehension, *Journal of Kirkuk University Humanity Studies*, 15(1):1-23, <https://www.iasj.net/iasj/article/183807>
- Chang, A.C.S. (2008) Sources of listening anxiety in learning English as a foreign language, *Perceptual and Motor Skills*, SAGE, 106:21-34, <https://doi.org/10.2466/pms.106.1.21-34>
- Creswell, J., W. and Creswell, J., D. (2018) *Research design qualitative, quantitative, and mix methods approach* (ed.5), Los Angeles: SAGE
- Fischer, W.F., (1991). The psychology of anxiety: a phenomenological description, *The Humanistic Psychologist*, 19(3), 289-300, <http://dx.doi.org/10.1080/08873267.1991.9986769>
- Khairani Ade G. and Sugirin, (2021) Factors affecting listening anxiety of senior high school students in English classroom, *Journal of Applied Linguistics and Literature*, 6(1), <https://ejournal.unib.ac.id/index.php/joall/article/view/11462>
- Kimura, H. (2017), Foreign language listening anxiety: a self-presentation view, *International Journal of Listening*, 31:142-162, <https://doi.org/10.1080/10904018.2016.1222909>
- Tahnuji, M. (2019) *The correlation between foreign language listening anxiety and listening comprehension at State Senior High School 1 Buntut*, Thesis
- Zhang, X. (2013), Foreign language listening anxiety and listening performance: conceptualization and casual relationship, *Sciverse ScienceDirect*, 41:164-177, <http://dx.doi.org/10.1016/j.system.2013.01.004>