

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is a crucial English skill. Listening is the compassion of listening to English either directly or through media such as songs or movies. Listening is important in English because we need the ability to understand the communication and words or phrases that people say to us. Indeed, the capability to speak English is also viewable from capacity of the intelligence when listening. If someone has excellent listening skills, then communication in English will be more fluent.

According to Elkhafaifi (2015) Since listening is a more spontaneous skill that can be gained from reading and writing activities in daily life, developing a learning system in listening activities is very important to decrease anxiety in students.

Samaneh (2013) said that listening is a complex skill, students have the anxiety of understanding the message and interpreting it accurately. The large number of students complaining about listening difficulties in foreign languages might also depend on feeling inadequate or lacking in confidence.

(Q.S. AN-NAHL: 78)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ

لَعَلَّكُمْ تَشْكُرُونَ

Listening is an important role in mastering English. In general, listening is examined as the easiest process to receive spoken language, and also listening is examined as an effortless skill to master because it only takes an amount of time than other skills such as writing, reading, and speaking. The method of listening in the mother tongue is part of the factors that carry out this approach because the method of listening in the mother tongue looks easy and short. In fact, this approach is not right at all, according to Ghasembolland and Nafissi "complex cognitive processes require lots of effort, especially in the process of learning a second language and a foreign language.

Usually, children will be more enthusiastic in learning something new. However, they will lose that sense of enthusiasm if they find something new to be learned difficult. Therefore, to avoid this they need an interesting technique. As listening to music, games, and stories.

Samaneh (2013) said that anxiety is one of the aspects of the psychological person or learner that is best documented. Also according to Chow (2017), anxiety is experienced by foreign language students as a senses of anxiety and emotional responses that happen when studying or using a foreign language.

Listening Anxiety which makes a person feel tense, afraid, uncomfortable, and worried is thought to affect students' understanding in the listening class. Students problems in dealing with listening activities during the daily test often experience anxiety because students have to listen and listen carefully and also have to focus on the test

activities. On average, students are fooled into answering the daily listening test questions, because often the pronunciation played in the audio is not clear and difficult to understand.

Anxiety faced by students in this daily listening test is normal. These activities will hinder students in listening daily test activities. This daily test activity usually has problems with audio, such as; The speed and intonation of the story told in the audio are difficult for students to understand.

However, there are a few common problems faced by students in research listening abilities. considered one of them is that they are not used to what is spoken words and mainly they miss catching words. As Hassan (2014, P.32) said the difference in sound devices between (L1) and (L2), the inconsistency of some sounds in English, mother tongue spelling interference, and influence on pronunciation. besides, they no longer understand the whole spoken textual content. In this example, listening will become a complicated ability because they do now not have the ability to catch words, take the means of words, and also understand spoken texts. the students too cannot pay attention to the pronunciation definitely and it becomes a problem for them.

The researcher will examine the test faced by students when carrying out daily listening tests at SMK Negeri 4 Banjarmasin. This research was conducted because it saw the average student facing these problems.

B. Definition of Key Term

Based on the focus and conception of the research obstacle, the description of the period of time in this study is as follows:

1. Listening

Listening is the process of understanding the meaning of a sentence by hearing the sound. Who says that listening is a mental process of constructing meaning from verbal input

2. Students' anxiety

Anxiety which makes a person feel tense, afraid, uncomfortable, and worried is thought to affect students' understanding in the listening class.

3. Daily test at SMK Negeri 4 Banjarmasin

Daily test is used for the development and evaluation of students. Also holding the daily test for students can become familiar in this situation.

C. Research Question

This study is aimed to answer the following questions:

1. What types of anxiety are experienced by students in listening daily test?
2. What are the factors that make students experience anxiety listening daily test?

D. Objectives of Study

This researcher has the following goals as follows:

1. To find out types of anxiety experienced by students in listening daily test.
2. To find out the factors that make students' anxiety in listening daily test.

E. Significance of Study

This research is supposed to be able to accord information for the researcher and people in the field of education dealing with teaching materials.

1. Practically Benefits

- a. This research is supposed to be useful for learning English in managing the listening daily test program so that it runs efficiently and effectively, and could be an application in developing programs in the future.
- b. This research could be used as a source of information and material for the public in deciding on English language courses.
- c. The results of this study are supposed to give information for future researchers and readers.

2. Theoretical Benefits

- a. This research could be an application for students who when facing the daily listening test experience anxiety.
- b. This research is supposed to be taken into the study in an effort to develop and improve English learning materials in dealing with anxiety in the daily listening test.