

CHAPTER IV

FINDING AND DISCUSSION

After conducting the research, the researcher wrote the findings and discussions in this chapter. The discussion of the findings has significant meaning for all the research activity. The discussion's objectives are to provide an answer to the problem statement and an interpretation of the results based on the relevant theoretical review.

A. Finding

This research was conducted at SMK Negeri 4 Banjarmasin which is located on *Jalan Brigadir Jendral Hasan Basri Nomor 7, Sungai Miai, Kecamatan Banjarmasin Utara, Kota Banjarmasin, Kalimantan Selatan 70123*.

As stated before, there were two instruments that were used to collect data, they are observation and interview. It was collected based on the result of the interview which was done outside the classroom to students of the English Club. The observation was conducted from July 24 until 25 September 2023. By using the first instrument, the observation sheet, the researcher collected the data directly. Then the researcher conducted an interview to clarify to the participants what the researcher had discovered during the observation. Through interviews, the researcher also wants to deepen and complete the data that has been collected from the observation.

1. Types of anxiety are experienced by students in listening daily test

Based on the observation and interview in the English Club at SMKN 4 Banjarmasin, the researcher found that some of the students feel anxious while doing listening daily tests.

For the first meeting, the researcher introduced herself as a teacher. And the researcher explained about listening. The researcher gave a pre-test in the form of listening to measure students' listening abilities. and the topic used in this pre-test listening is self-introduction.

In the next stage, the researcher conducted a test about listening to music, where the students will listen to for three (3) times. The teacher distributes song lyrics paper to the students, and the students will answer the lyrics that they think are the correct answer. In this test, the students listened to the song "*The Way*" by *Jeon Somi*.

After that activity, the teacher asked the students what structure is used in the song, and some of the students answered that the lyrics of the song used the *Past Tense*. The teacher explained the sentence and how to answer by listening to a song can be seen from the previous words.

At the third meeting, students are still asked to listen to the song *Future Ghost* by *Weird Genius featuring Violette Wautier*. Students are limited to two listens of the music this time. And time for listening only once for responding to incomplete lyrics. In this listening, many students looked enjoy and comfortable in carrying out the daily listening test activities.

Furthermore, in this lesson, the teacher explained material about narrative because this time the students will listen to the story from the audio that would be played.

Initially, the students looked quiet and fine. But when the students listened to the audio for a long minute, they started to get restless and show symptoms of anxiety. This causes the students to lack focus in listening and also answering the questions provided. Many students are unable to listen to audio well because they experience anxiety while listening. And this makes it difficult for students to answer it. The more students want to focus on listening, the more anxiety they experience.

a. State Anxiety

Based on the results of observations found by the researcher. The researcher found that the students feel panic when they want to speak in English. This type is including they started to panic when have to listen to English.

“It came from an interview that says my feeling that cannot listen to English is panic.

I studied listening when I was in junior high school. Listening is nothing new for me, but every time I have a listening lesson, I usually get a little nervous because I'm afraid that missing the sentences played in the audio will reduce my focus in listening. In this case, I tried to be calm even though there was still a little anxiety within me.”

“Saya pernah belajar listening sewaktu SMP. Dan listening ini bukan hal baru bagi saya tetapi setiap ada pembelajaran listening saya akan sedikit gugup biasanya karena saya takut melewatkan kalimat kalimat yang diputar audio itu akan mengurangi fokus saya dalam listening. Dalam hal ini saya berusaha untuk tenang meskipun masih ada sedikit rasa cemas itu dalam diri saya”.

From the data above the students felt a bit nervous when taking the listening test and tried to calm themselves down so they wouldn't be nervous also the students could get the answer they wanted.

“Right now, I think the past and present listening lessons are not too different. It's just that perhaps the sentences being studied now are more complicated than before.

As far as I remember, I rarely experienced anxiety or nervousness when dealing with listening lessons. "Listening as a student is not that scary, in fact, I like listening, but getting the right answer is a bit difficult."

“Untuk sekarang saya rasa pembelajaran listening yang dulu dan sekarang tidak terlalu berbeda. Hanya saja mungkin kalimat kalimat yang dipelajari sekarang lebih rumit daripada yang dulu.

Seingat saya, saya jarang mengalami gangguan kecemasan atau kegugupan dalam menghadapi pembelajaran listening. Listening yang saya pelajari tidak semenakutkan itu bahkan saya suka listening tapi untuk mendapat jawaban yang tepat itu agak sedikit sulit.”

From the data above the students find the vocabulary they learn and listen to more difficult than before. The student rarely experiences anxiety disorders, but this student has difficulty taking the listening test given.

“There was no difference before and now. In this listening, I was less confident because what I heard from the audio was usually different from the answers. Yes, it made me a little nervous while listening in progress. The only worry I experienced while listening was that my palms might be wet. I never felt dizzy while listening to this. I just have to focus more on listening to the audio being played. Sometimes the audio played is not clear, which can make me get the wrong answer.”

“Dulu sama sekarang sih tidak ada bedanya. Dalam listening ini saya kurang percaya diri karena yang saya dengarkan dari audio biasanya berbeda dengan jawabannya. Yaa, itu agak membuat saya sedikit gugup sewaktu listening berlangsung. Rasa cemas yang saya alami waktu listening hanya telapak tangan mungkin yang basah. Saya tidak pernah merasa pusing waktu listening ini. Saya hanya harus lebih fokus saja dalam mendengarkan audio yang diputar. Kadang audio yang diputar itu tidak jelas, itu bisa membuat saya salah dalam mendapat jawaban.”

From the data above this student likes learning English so he is not too worried. but if this student is getting nervous he will experience anxiety disorders such as his palms feeling wet and this will slightly interfere with his concentration.

"Previously, I had never studied and practiced listening and I only studied listening in grade 10. It made me nervous, anxious, and also tense in this situation, I was a little depressed.

To reduce this feeling of anxiety, I tried several times to learn to listen on my own to get used to it, but until now the feeling of anxiety is still there because what I learn will be different every time".

"Sebelumnya saya belum pernah belajar dan latihan listening dan saya baru mempelajari listening dikelas 10. Itu membuat saya gugup, cemas dan juga tegang dalam situasi ini, saya agak sedikit tertekan.

Untuk mengurangi rasa kecemasan itu saya beberapa kali mencoba belajar listening sendiri agar terbiasa tetapi sampai saat ini rasa cemas itu masih ada karena yang dipelajari akan berbeda beda setiap waktunya".

From the data above the reason students got anxious was when the teacher asked them to come in front of the class and do exercises like, listening to audio and determining the structure of text. The anxiety comes because the students seldom practice listening in English, because their English is a difficult language.

"I have poor hearing. So, what I'm afraid of is that I won't be able to listen properly and correctly. This made me feel a little anxious and maybe the audio I was listening to wasn't clear enough so I didn't get the right answer several times".

"Saya memiliki pendengaran yang kurang bagus. Jadi yang saya takutkan adalah saya tidak dapat mendengarkan dengan baik dan benar. Ini

membuat saya sedikit memiliki rasa cemas dan mungkin juga pada audio yang saya dengarkan kurang jelas sehingga saya beberapa kali tidak mendapat jawaban yang benar”.

From the data above the students experienced anxiety and nervousness because they have poor hearing and maybe the audio being played is not clear. This can disturb students when they doing the listening test

"I have difficulty hearing the vocabulary spoken because I think it is less familiar to my ears and hearing.

I just have a little nervousness in this listening lesson and sometimes what makes me nervous and anxious is because the speakers of the audio are not clear enough to hear”.

“Saya kesusahan dalam mendengar kosakata yang diucapkan karena menurut saya itu kurang familiar ditelinga dan juga pendengaran.

Saya hanya memiliki sedikit rasa gugup dalam pembelajaran listening ini dan terkadang yang membuat gugup dan cemas itu karena speaker dari audio yang kurang jelas dalam pendengaran”.

From the data above the students experienced feelings of nervousness and anxiety when listening to unfamiliar vocabulary, the audio being played is not clear and fear makes the feeling of anxiety increase because of what the student is experiencing.

"I once listened to an English song and when I tried it, it turned out that the spelling was wrong because the vocabulary of the song was similar but had a different meaning. So, that's why I have to be careful and thorough in listening so that there are no mistakes in understanding English or writing. Sometimes what I hear is almost the same and this is what makes me nervous and anxious when listening to listening lessons".

"Saya pernah mendengarkan lagu berbahasa inggris dan saat saya mencoba ternyata salah penyebutan karena kosa kata lagu tersebut yang mirip tetapi memiliki arti yang berbeda. Nah, karena itu saya harus berhati hati dan teliti dalam mendengarkannya agar tidak terjadi kesalahan dalam pengartian bahasa inggris maupun tulisannya. Terkadang yang didengarkan hampir mirip dan ini yang membuat saya gugup serta cemas dalam mendengarkan pembelajaran listening".

The data above tells the students could not understand English more easily, because they have problems with their vocabularies. During the researcher observation with the observation field on September 13th, 2023 it also found that many students have problems with vocabulary, it can be seen from their listening where they could not listen to English and they had to see the notes and the vocabulary.

b. Specific Situation

This type is when the students should have the assignment of examination from the teacher to do the exercise. As the students said:

“I often learn to listen in English, it makes me get used to it. I do this so that I can be more focused and used to it in the future so that I can reduce the anxiety and nervousness that I experience when learning to listen”.

“Saya sering belajar listening dalam bahasa inggris itu membuat saya terbiasa. Ini saya lakukan agar dapat lebih fokus dan terbiasa kedepannya sehingga dapat mengurangi rasa kecemasan dan kegugupan yang saya alami dalam pembelajaran listening”.

From the data above the students often get used to practicing listening so that students can overcome nervousness and anxiety when taking out the listening tests.

"In listening to this, what made me scared, nervous, and anxious was the audio.

Because, if I listen incorrectly in listening lessons, it will result in wrong answers, and the vocabulary I hear will have a different meaning."

“Dalam listening ini yang membuat saya takut, gugup dan juga cemas adalah audionya.

Karena, jika salah dalam mendengarkan dalam pembelajaran listening itu akan membuat salah menjawab dan kosakata yang saya dengar akan berbeda maknanya”.

From the data above the student experienced worry and anxiety disorders if the student could not listen to the audio well because it could interfere with his concentration and he wouldn't have an answer on the listening test.

"I once experienced nervousness and anxiety because on the one hand, I was thinking about the answer, and on the other hand I was afraid and nervous if I didn't hear the next sentence, which made me unable to find the answer."

"Saya pernah mengalami rasa gugup dan cemas karena dalam satu sisi saya memikirkan jawaban dan disisi lainnya saya takut dan gugup jika tidak mendengarkan kalimat selanjutnya, itu membuat saya tidak dapat menemukan jawaban".

From the data above the students feel anxiety because almost the students feel anxiety, which makes the students could not be confident to answer questions. So, the students must memorize the word and also the sentences while doing the exercise.

2. The factors that make students experience anxiety listening daily test

This part presented the researcher's findings which the researcher found in the field. The results of this research are based on interviews conducted by the researcher.

"Listening was a scary class for me because I was too bad at it

Listening, I panic more quickly. I often feel panicked when listening to audio while answering questions because it reduces my focus in listening to the audio. And I feel afraid of making mistakes.

The English listening test is a scary thing, so I sometimes see my friends anxious, so I also worry because even smart people worry, especially me, so I'm afraid when there's a test like that. The biggest problem in class is when carrying out the listening test given by the teacher. I feel nervous”.

“Listening adalah kelas menakut-nakuti bagi saya, karena saya terlalu buruk dalam mendengarkan, saya lebih cepat panik. Saya sering merasa panik saat mendengarkan audio sambil menjawab soal karena itu akan mengurangi kefokusannya dalam mendengarkan audio. Dan saya merasa takut membuat kesalahan.

Tes listening bahasa Inggris itu hal yang menakutkan, jadi saya terkadang lihat teman pada cemas, jadi saya juga ikut cemas soalnya yang pintar saja cemas apalagi saya jadi saya takut kalau ada ujian gitu. Problem terbesar di kelas adalah ketika melakukan test listening yang diberikan oleh guru. Saya merasa gugup”.

Based on the explanations above it can be concluded that there are factors that cause the students’ anxiety in learning English, where the students cannot listen to English because they have weak experience with English and they are not always practicing English, test anxiety, where the students feel anxiety because they have to do the test that the teacher gives to them of the students do examination and fear of negative evaluation.

a. Students' Internal Factors

The majority of sources of anxiety come from listening to material that is related to their English knowledge. Students' comprehension ability has a strong correlation with listening anxiety.

1) The Speed Rate of Speech

Numerous scholars claim that one of the major aspects of listening anxiety is the rate of speech. The majority of participants mention that speed of speech causes anxiety. The lecturer, according to those students, speaks too quickly. Additionally, some of them think that fear increases with speaker speed.

2) Unfamiliar Vocabulary

The most fundamental in learning a language is vocabulary. It is impossible for students to learn a second or foreign language without knowing the words of the language. Vocabulary is needed to learn four skills in English.

3) Speakers' Accent

There are many English accents around the globe and those differences can create room for misunderstandings. Understanding speakers' talk in

a certain accent that students are not exposed to frequently is not easy.

4) Lack of Concentration

Researchers find out that one cause the listening anxiety is lack of concentration. Losing focus happens especially when students have to listen to long conversations.

b. Technological Factors

Strategy and policy in the use of technology are necessary to make learning with technology more effective and efficient. Thus, before integrating ICT into language study, teachers need to be aware of their students' needs as well as the state of the facilities. Even though technology has many advantages, it can sometimes cause anxiety in listening classes. The results of this study indicate that pupils are not used to using audio speakers because of the indistinct sound.

The bad quality of the sound makes them anxious. They said that they prefer to use earphones as they usually do when they watch or listen to English material from their gadget.

B. Discussion

The purpose of this research is to analyze students' anxiety and the factors of anxiety in listening daily tests. This part presents the discussion of the findings. Along with the researcher in observation, and students interviews. Some statements related to theories are made to show theoretical support for the findings. This part is arranged based on research questions, such as: 1) What types of anxiety are experienced by students in listening daily tests? 2) What are the factors that make students experience anxiety when listening daily tests? The data was collected through observation and interviews in order to answer the research questions. The research question asked about the types and the cause factors of the students' listening anxiety of listening class.

1. Types of anxiety experienced by students in listening daily test

Types of anxiety in listening classes Beginning with observation, the researchers discovered that EFL students experienced a variety of anxiety symptoms. The participants acted in a way that suggested they lacked courage when they were worried about the listening materials, despite the fact that (1) their hands were sweating, (2) their head nerves appeared, and (3) they caressed their faces.

In accordance with research that has been conducted by researchers, several types of anxiety have been found other than those in the theoretical review. The researcher found that the students feel panic when they want to speak in English.

a. State Anxiety

State anxiety is the type of including they start to panic when have to listen to English. the reason students got anxious was when the teacher asked them to come in front of the class and do exercises like listening to audio and determining the structure of the text. The anxiety comes because the students seldom practice listening in English, because their English is a difficult language.

The students could not understand English easily, because of they had problems with their vocabulary. During the researcher's observation with the observation field on September 13th, 2023 it also found that many students have problems with vocabulary, it can be seen from their listening that they could not listen to English and they have to see the note what the vocabularies.

b. Specific situation

A specific situation is the type when the students should have the assignment of examination from the teacher to do the exercise. The students felt anxiety because almost all the students felt anxiety, which made the students unable to answer questions.

So, the students must memorize the word and also the sentences while doing the exercise. Stressed, doing one's best to avoid listening, mind going blank, getting confused and unable to remember what has been heard panic, and thoughts becoming jumbled and confused associated with test anxiety.

2. The factors that make students experience anxiety listening daily test

a. Students' Internal Factors

The majority of sources of anxiety come from listening to material that is related to their English knowledge. Students' comprehension ability has a strong correlation with listening anxiety (Pan,2016). Studies have shown that the lower the learners' listening comprehension level, the higher the anxiety. Two aspects included in listening comprehension are linguistic knowledge and the ability to predict the information. Linguistic knowledge contains grammar knowledge, lexical, and syntax. Kaseem (2015) stated that there are many factors that affect students' anxiety in listening comprehension such as lack of knowledge structure, vocabulary, unfamiliar topics, the speed of the speaker, and limited time.

1) The Speed Rate of Speech

Numerous scholars claim that one of the major aspects of listening anxiety is the rate of speech. The majority of participants state that their nervousness is caused by their speech rate. Apparently, to those children, the speaker speaks excessively quickly. Some of them also think that anxiety increases with speaker speed. This result has the same point of view as what was found by Serraj (2015) and Ja'fr (2013) that the nature of speech is one of the important factors causing listening anxiety. In listening activities, students need to process utterances and information from the speaker. Students who struggle with listening anxiety will find that regular speed is too quick for them. They experience anxiety because they have become unable to hear what the speaker is saying or to understand the information being shared.

2) Unfamiliar Vocabulary

The most fundamental in learning a language is vocabulary. Without knowledge of the language's vocabulary, pupils cannot possibly acquire a second or foreign language. To acquire the four English language skills, vocabulary is required. The general perception is that learners who know more vocabulary will be more proficient in the various language skills. Hamouda (2013) states that the lack of vocabulary may hinder students in

learning language. Six students in this study explain that unfamiliar vocabulary leads to experiencing listening anxiety. As founded by Tahsildar and Shah (2014) and Agustiana (2018) that lack of vocabulary is a major obstacle for most students in learning listening. When students encounter unknown or unfamiliar vocabularies they will stop for a while to think about the meaning of the vocabulary. It may cause students to miss the next speech and finally, they do not receive the proposed information from the speech. Xuan and Simanjuntak (2017) claimed that there is a significant value between limited vocabulary and listening anxiety. Therefore, the importance of having sufficient vocabulary can be neglected for the success of learning a language and decrease the level of listening anxiety.

3) Speakers' Accent

There are a variety of English accents spoken throughout the world, and these variations can lead to miscommunication. It might be challenging for pupils to understand presenters who have accents they are not used to hearing often.

Students will be accustomed to the accents they listen to mostly. Unfamiliar accents may cause anxiety Agustiana (2018) and Gonen (2009). Basic Listening

class lectures use different accents/dialects of English speakers such as British, Indian, Japanese, Arabian, and some other dialects. In the interview, students explain that some accents are unclear. They used to listen to American accents from audio, video, or movies from their gadget. They feel more comfortable with American English in listening Activities. That is why they feel anxious when they listen to English spoken in different accents.

4) Lack of Concentration

Researchers found out that one cause the listening anxiety is lack of concentration. Students often become distracted when listening to lengthy conversations. Agustiana (2018) found out that concentration is the highest factor that causes listening anxiety. Students must maintain constant focus because the teacher only gives them one opportunity to listen to the audio during the listening assignment. If students are unable to concentrate, it affects students comprehension (Bloomfield, Wayland, Rhoades, Blodgett, Linck, & Ross, 2011). Lack of concentration affected students' performance in listening activities. The smallest distraction disturbs students' listening comprehension. When the students are not fully concentrating on the

listening activity, their performance will not be outstanding (Kutlu & Aslanoğlu, 2009). Due to the complexity of listening, students must pay close attention when they are listening in order to create mental images of the words they hear.

b. Technological Factors

The development of technology triggers many educators to utilize a wide number of Information and Communication Technologies (ICT) that can help learners develop their listening skills because it facilitates the students to learn the English language, provides a huge number of learning materials, and supports students a learning experience (Khoirunnisa, 2019). Hardware, software, applications, and social media can be used in teaching and learning listening to achieve learning goals effectively. For technology-assisted learning to be more successful and efficient, strategy and policy are required. Thus, before integrating ICT into language study, teachers need to be aware of their students' needs as well as the state of the facilities. In spite of its benefits, technology also may bring anxiety in listening classes. As it is found in this research students are not accustomed to using audio speakers because the sound is unclear. They become nervous due to the inadequate sound quality. They stated that, as is customary for them when watching or listening to English-language content on their device, they prefer to utilize headphones.

This is related to how students view themselves in the learning process. It can be said that it is also associated with students' low confidence. The learners tended to give up that they were new learners and accepted the fact that English is hard to learn. The final possibility is that kids' motivation for achievement may surface,

triggered by their environment. Some students' quick thinking may make others uncomfortable. The student's anxiety may also have been heightened by their belief that they would run out of time. Kimura (as quoted in Serraj, 2015) mentioned that these emotions and nerves are reflected in a lack of confidence and other emotional reactions like discomfort, dislike, and annoyance in engaging in listening tasks.

This study found several problems related to the factors that cause listening anxiety at SMK Negeri 4 Banjarmasin through observation and interviews. According to Pan (2016) listening anxiety's causal factor is divided into three factors: lecturer factors, student factors, and listening material factors.

According to the findings, each category of students' listening anxiety level has different dominant factors in causing the listening anxiety. In the listening material factors, Serraj and Ja'fr in Nurkhamidah (2020), the nature of speech is one of the important factors causing listening anxiety.

Every participant said that they felt anxious when doing the listening exercise. However, because there were no additional learning resources to worry about for the pupils, the classroom instruction took place in the early hours of the day. However, stress was inevitable, when doing observation; the researcher found they showed symptoms of anxiety like inappropriate posture (slouched, leaning back or swinging on a chair, leaning forward onto a table,

and a constantly shifting posture). It occurred because they felt uncomfortable with the situation during the listening activity.

Many students struggle with their minds going blank when they are oral presentations, which means they lack confidence during extended answers or presentations. When they maintain a lower level of confidence shows, that they do not have preparation for the listening activity, and the higher level of confidence also delivers the wrong message that the mind does not need any preparation, suddenly mind adopts such a wrong message and misbehaves. When participants experience anxiety, they focus on the negative effects of being unable to express themselves fully, the embarrassment that would result from having their minds go blank, and how to make their teacher and peers understand what they said. They fill their minds to overflowing with pointless and distracting ideas.