

CHAPTER I

INTRODUCTION

A. Background of Study

In learning language, there are four aspects of skills that are very important, they are speaking, reading, listening and writing. In practice of speaking and listening skills become the highest difficulty, especially listening, why? Because, generally listening is a challenging skill for foreign language students and causes difficulty. Basically, listening skill is a complex process, because inside there is a combination of activities, such as listening and understanding what is being said.

In listening activity, students have to pay attention when the audio play, it will be replay but they have just three time to listen (pre-intermediate level). Students need to spend most of their time listening to understand. Therefore, they fear from losing some parts during listening. After that other problems was emerged, such a lot of vocabulary that was unfamiliar by the students, it triggers their anxiety of students and result in low performance. It was also in compliance with argue "Some Pioneers researchers have examined the relationship between anxieties and listening comprehension (Bacon, 1989; Gardner, Lalonde, Moorcroft, & Evers, 1987; Lund, 1991). The result of those studies is anxiety could impede students' listening.

Allah said in the Holy Al-Qur'an surah Al-A'raf, verse 204:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

In this verse Allah stated to attention in earnest to the Al-Qur'an. Listen to the Al-Qur'an preferably when its reciting, or even better on reading its content to be understood, learned lessons from it and practiced with the full consequences.

Emotions are important in the classroom since it has impact on learning. They influence learners' ability to process information and to accurately understand what they encounter. Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging. One of the emotional states that make such process becomes difficult is anxiety. Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom.

Anxiety are described with feeling nervous, uncomfortable and insecure. Research in second or foreign language has shown that anxiety directly debilitates motivation and causes a negative affective response to the foreign language (Gardner et al. 1987). It shows that anxiety brings an enormous impact on the process of language acquisition of students. Unwittingly by themselves, all of them may experience anxiety in classroom listening exercises because that feature an unfamiliar, it's make higher their anxiety level, and make embracing mistakes. The purposes of this research to explore the factors that influence listening anxiety among IX learners. This research could have a great importance role since it would help eliminate the factors that hidden in listening and also might reduce their anxiety.

Although, there are three components factors that affect (anxiety) on the listening activity:

1. Communication apprehension: According Wu and Chan (2004) In communication apprehension, people are usually afraid of oral communication that is about speaking and listening. In listening not only listen sentence or story but also have a lot of activities like presentation and discussion in small group, that's all include follow up students' participation in question/ answer sessions as a part of listening activity. In such the situation were appear communication apprehension, sometimes students afraid when they are share their answer or perceptions after listening activity. They fear if answer wrong or cannot suitable with other. They also might get difficulty to make

someone understands and to understand someone. It is make students avoid communication and keep silent during learning process.

2. Test anxiety: As Wu and Chan (2004) argue that students, in their mind, build up such negative thought toward test and have unreasonable opinion on evaluative situations. Students maybe always uncomfortable when face listening test, which requires a high focus, they fear, cannot hear the audio properly. In fact, with different conditions, students have their own reasons why they experience test anxiety, like they feels less controlled of vocabulary then not be able to clearly capture the audio. Other students may be afraid because the previous test has scored less than satisfactory and it made them worry about the tests. Other reason is they fear cannot to predicate the following and capturing every information from audio. Students feel they are required to get a better value and impress their social. That is feeling make them low performance and failed when taking a test or quiz.

3. Fear of negative Evaluation: Fear of negative evaluation comes from students' apprehension about other's evaluations, avoidance of evaluate situations, and the expectation that others would evaluate negatively (Watson et al in Toth. 2008). Students may be afraid and anxious whenever they were in evaluative situation during listening activity. They were afraid of their listening's performance in the class because they thought teacher or their friends will value them negatively when they cannot get information and ask questions from audio. Negative evaluation may come from

teachers and peers because in FL learning, continuously evaluation is needed to develop their performance in listening.

In fact, anxiety has the greatest role in language acquisition, and may be propagator also, poor listening experienced by students. If their anxiety ignored, greater impact seen. Therefore, this research also aimed to find solution for reducing or overcoming anxiety in listening faced by students, and for teacher maybe can choose some strategy after know the symptoms that influence their students.

B. Statements of Problem

Nowadays, many students faced difficulties in listening. Without exception students of IX B at MTsN 3 Kota Banjarmasin, based on the pre-observation, this kind of case is found by the researcher. During teaching practice II in a junior secondary school 3 Kota Banjarmasin, the researcher found symptoms of anxiety among the students. Many of them got jittery, created avoidance, and reduced participation in the classroom. They were afraid and shy to practice in listening activity, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake, the teacher would get angry, and his peers would ridicule him. Therefore, they preferred to be quiet and sit passively. While some of them also believed that English was a difficult subject. such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter. Moreover, some of them were unable to produce the sound or intonation even after a number of repetitions because they were not sure if

they can practice their English in listening activity. Therefore, it was quite hard for the teacher to do proper learning activities with them.

Because the problems the researcher would like to investigate this case. Listening not something new for them, because every chapter of lesson, the teacher give listening activity based on guideline of syllabus. However listening always to be something fears by students. Some reasons expressed by them, such as unclear audio, material difficulty, etc.

Students thought English said by native speakers harder than by their teachers. Begin of their thought; the anxiety of students was emerged. Hesitate also arise when listening activity; they began thought they might be difficult to listen the audio. When a negative thought have emerged in the brain, the brain will work in accordance with their thinking. So when listening activity anxiety makes students lost focus on what they listen to and ended with poor in the listening.

In fact, they begin fear and anxious in listening test that given and cause lack of confidence with their answer, it can be seen from their achievement, actually low. It shows the anxiety in listening; it has made a negative impact on the development of their listening, especially those students of class IX few months dealing with the UN.

Based on the researcher experiences of the participants, they heard the tasks more than three times, as we know for pre-intermediate just have three chances to listen, but it does not give any effect, they keep feel anxious and surrendered to listen

it. On the researcher's mind, if the cases not have solving, all problems just aggravate their views in listening, and the rule affected to their achievement or the English language itself. Based on case, the researcher interest to investigate some symptoms that influence students and find solutions to reduce or omit their anxiety in listening.

C. Research Questions

1. What are indications of the students' anxiety in listening?
2. What is dominant component influencing listening anxiety of students?
3. What are solutions for students' anxiety in listening?

D. Objective of Research

1. To explore indications of the students' anxiety in listening.
2. To analyze dominant component influencing listening anxiety of students.
3. To find solutions to the student's anxiety in listening.

E. Significance of Research

The result of this study is expected to have advantages for the teachers, students, readers and especially for the researcher. This research provide information about indications' listening anxiety of students for the teacher. Through this research, the teacher will be able to increase teaching listening better and reduce their anxiety in listening. On the other hand this research provide information about factors that

influence listening anxiety of students. The last is as consideration for teachers to find appropriate strategies to reduce their anxiety or problem in listening.

F. Definition of Key Terms

Anxiety : Feeling worry, fear, uncomfortable, and nervousness toward something or subject.

Listening : One of the basic skill in English and the most frequently used language skill.

Listening anxiety : Feeling tension, self-doubt, and apprehension that occurring when listening activity.

Test Anxiety : Students' experiences high levels of distress or uneasiness before, during an examination and interferes with the ability to do the best in testing situation.