

Chapter One

Introduction

This chapter consists of background of research, the statement of the problem, and the limitation of the problem. In addition, the research questions and the purposes of the research are also explained in this part. Then, the next part is about the significance of the research, and the research outline is also presented at the end of this chapter.

Background of the Research

Listening is important because it is a part of class activity. Several activities involving students listening skills are students listen to the lecturer's explanation, listening to the presentation, listening to the audio for some tasks, and listening test. Listening is a receptive skill and students are required to master listening because listening is a basic component in language learning (Nunan, 1998). However, learning listening becomes a challenge amongst many learners. As English is a foreign language, listening is one of difficult skills from the other skills and it was confirmed by Xu (2011) who stated that learning listening is not an easy skill.

In Indonesian context, English listening is not easy because English is totally different from students' mother tongue. Besides the differences in vocabulary and pronunciation, the sentence structures of English and Indonesian languages are also different. Rahayu (2015) mentioned that the differences in sentence structure between Indonesian and English make the students difficult to interpret the language. Considering the fact that listening English is not easy,

listening English should be taught in an attractive and interesting way. Therefore, the students will be more interested in listening English and easy to learn listening English. However, listening often receives least attention compared to the other skills (Arafat, 2012).

The researcher conducted a preliminary informal observation through a group of English department students of private university in Yogyakarta during the researcher's study time. The informal observation is about students perception regarding listening. The researcher found out that the students thought that listening is difficult. The students mentioned that lack of vocabulary makes listening hard to do. Students felt that it was hard to comprehend the words and to understand the meaning. Therefore, the students felt worried to face listening, especially in listening test.

Listening anxiety is one of the problems in language learning and it needs to investigate more about foreign language anxiety in listening. There are a lot of research on anxiety such as speaking anxiety, grammar anxiety, and writing anxiety, but there are still few research on listening anxiety. The researcher found previous studies related to listening anxiety. However it is in the different context and different methodology. Therefore, the researcher was interested to do a research on listening for university level at one of private university in Yogyakarta since there are few research about listening anxiety. Therefore, it is a need to conduct a research on anxiety in listening context.

The Statement of the Problem

There are some problems in students' language learning. One of the problems is in terms of listening. The researcher did informal observation about students listening during the researcher's study time. There are some problems happened to some students in listening test and during learning activity. Some students thought English listening is difficult. In addition, some students showed some reactions during listening activity. Some students played the tip of worksheet paper, wiggled the feet during the audio play, tapped the pen, daydreamt, sweated, and bit the tip of the pen during the listening activity and listening test. The researcher asked the reason they did those things, and the students said that it was because they felt worried and nervous. According to Xu (2011), feeling worried and nervous is called anxiety. For some people, this sight looks ordinary, but it can bother the concentration of other students. This phenomenon is also experienced by the researcher.

The Limitation of the Problem

Anxiety can occur in the other skills, for example, listening, writing, and reading. However, the researcher was only interested in listening anxiety. The researcher actually can write the research all about listening anxiety such as the strategies to solve listening anxiety, level of listening anxiety, and types of listening anxiety. However, the researcher limits the topics only on the characteristics of listening anxiety and the factors causing students anxiety in listening. The researcher only investigated listening in the real context, not in a proficiency level, because the focus is different.

The Research Questions

Based on the limitation of the problem above, the research questions are formulated as follows:

1. What are the characteristics of listening anxiety among English Foreign Language students?
2. What are the factors which cause listening anxiety among English Foreign Language students?

The Purposes of the Research

According to the research questions, the purposes of the research are presented below:

1. To scrutinize students characteristics of listening anxiety in English Foreign Language students.
2. To investigate the factors causing listening anxiety in English Foreign Language students.

The Significance of the Research

The findings of this study are expected to give some positive results and to give contribution for teachers, students, and other researchers. The significance are listed as follows:

Teachers. This research can be a reference for teachers to know the characteristics of anxious students in listening and the factors which cause listening anxiety. This research is useful for teachers because the role of teachers is not just teaching in front of the class, but the teachers also need to know the problems in classroom. By knowing the characteristics of listening anxiety,

teacher can adjust the methodology in teaching listening and they can find out the strategies to solve students listening anxiety. Moreover, teachers can anticipate listening anxiety happen to the students by knowing the factors causing students listening anxiety.

Students. This research is helpful for students to recognize the characteristics of listening anxiety among students. Students can know how to restrain and calm down themselves when they feel anxious in listening. They also can know how to adjust themselves when facing listening anxiety. In addition, students can know the factors which cause their listening anxiety. By knowing the factors, students are able to learn how to solve and anticipate the listening anxiety. Besides, this research helps students who undergo listening anxiety, and it also helps the students who are the beginner researcher to gain information and knowledge about listening anxiety.

Other researchers. This research is a beneficial source to other researchers who want to continue the research or want to conduct the research under the same topic and explore more about anxiety, especially in listening. It will be helpful to other researchers to get reference about the characteristics of listening anxiety and the factors causing students' listening anxiety.

The Outline of the Research

This research contains five chapters. Chapter one explains the introduction of the research which describes background of the research, the statement of the problem, the limitation of the research, the research questions, the purposes of the research, the significance of the research, and the outline of the research. Chapter

two focuses on explaining the literature review. This chapter provides the theoretical from some experts which are related to listening anxiety to support the statement in background. Chapter three describes research design used by the researcher, research population and sample, data collection methods, and data analysis. Chapter four presents the results and discussion. The researcher shows the results of the data and relates them with some previous research. The last chapter explains the conclusion and suggestions. In chapter five, the researcher concludes the results and gives suggestions to the teachers, students, and other researchers.