

Chapter Two

Literature Review

This chapter explains some reviews about anxiety and listening anxiety. This chapter consists of the definition of anxiety and listening anxiety. This part explains the characteristics of foreign language anxiety in listening and the factors causing foreign language anxiety in listening. The review related studies explains the research which had been done in the past by experts.

Foreign Language Classroom

Language is the effective bridge for people to develop communication and produce a good understanding to one language and culture. Learning a language allows the students with a chance to obtain knowledge. According to Moeller and Catalano (2015), learning a foreign language is the activity that learners are imitated or repeat the information from what they got. Acquiring a foreign language can be found in the classroom. Studying the language in the classroom covers productive activity and receptive activity. Productive activity where speaking, writing, translating are implemented, while listening and reading are the part of receptive skills (Hyland & Wong, 2017). In listening context, there are several considerations in listening classroom to make the class become conducive such as classroom size, the availability of materials, and equipment completeness (Sebina & Arua, 2014). In listening classroom, music can be an option for teacher when teaching in foreign language classroom (Chтена, 2015). In addition, teaching in a foreign language classroom used various way such as game, reading aloud, using visual aids, and divided the students into groups (Richard,

2017). However, the background of students in foreign language classroom are also different. Teachers should pay attention on how to teach the students in different culture and background (Porto, 2017). The students have different comprehension in learning and teacher cannot judge the students. Huang (2012) stated that some teachers tend to judge learners that who do not show good performance in teaching and learning process or those who have bad scores. It happened in foreign language class and if it happens, it can trigger the anxiety of students in classroom.

Foreign Language Anxiety

Anxiety is one of psychology disorders which can happen to everyone. It is supported by Zheng (2008) who stated that anxiety is one of psychology case. According to Horwitz, Horwitz, and Cope (1986), anxiety is “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). It shows that anxiety is related to someone’s feelings. Anxiety is a crucial roles where it takes part in developing foreign language acquisition (French & Park, 2013). According to Aouatef (2015), anxiety is a complete case that people feel of fearful, worried, and nervous. Feeling nervous, frustrated, unconfident, worried, and stressful are also called as anxiety (Xu, 2011). Foreign language anxiety as a feeling of tension and apprehension which is associated with language contexts that are speaking, listening, reading, and writing (MacIntyre & Gardner, 1994). The students who learn foreign language can get anxiety in every language skills. Based on Woodrow (2006), anxiety actually exists in almost all aspects of foreign language

learning. According to Meihua, Tholanda, and Juliet (2015), “anxiety is divided into three; test anxiety, fear of negative evaluation, communication apprehension” (p. 4). Those three forms give negative effect to self-esteem. Serraj (2015) and Xu (2011) mentioned that anxiety can obstruct the listening comprehension and anxiety is one of the factor influence the learning process. The students who undergo anxiety will have low confident (Kim, 2000). Moreover, learners feel anxious because they face new language while they do not have much input in English (Serraj, 2015).

Anxiety is divided into three types and it is already identified by many experts. The first type is trait anxiety, the second is state anxiety, and the last is situation specific anxiety which is one of the most well-known types of anxiety. Those three types will be explained below.

Trait anxiety. It is the general anxiety and it is permanent feelings of anxiety in every situation. According to Sabe, Sanaei, and Zafarghandi (2015), trait anxiety is permanent and become a part of someone personality. Someone who undergoes this type will always anxious everytime they feel threatened about anything. However, someone who undergo trait anxiety will get more difficulties in minimizing their anxiety.

State anxiety. According to Demir (2015), anxiety is a feeling of stress and fear of experience when they deal with a threat. State anxiety happens as a reaction in certain situation (Mesri, 2012). However, this type of anxiety occurs in temporal condition. State anxiety usually occurs when the learners want to do a test, assessment, and work task.

Situation specific anxiety. This type of anxiety occurs repeatedly (Woodrow, 2006). This type will come again and again with the students who undergo this anxiety. According to Mesri (2012), situational-specific anxiety is connected to fearful in a particular situations and events. Also, situational-specific anxiety is an anxiety that can happen because of fear repetitively in particular condition.

Characteristics of Students' Anxiety

Anxiety is a common phenomenon that happened to many people. It is happens to many people including students who are learning English. The students who undergo anxiety showed some characteristics when they feel anxious. As anxiety related to psychological, characteristics of anxiety is vary. There are several researchers who did a research about the characteristics of foreign language anxiety in listening. Huberty (2009) and Stawiarska (2013) found that the respondents have some characteristics that can be seen in foreign language listening anxiety (FLLA). The characteristics are elaborated in following below:

Having blank mind. Huberty (2009) mentioned that when the students feel anxious, their mind often goes blank and it happens because supported by some factors like difficult to understand the listening, over worry to fail in listening class, lack of concentration and focus. This statement is in line with Stawiarska (2013) who stated that when students did not familiar with the English words, their mind would be blank. This situation happens in the listening activity and listening test. When it happened to the students, they missed the important

information. Blank mind often occurs when students face the anxiety in foreign language learning.

Feeling tense. The most characteristics that can be seen when the students anxious are rigid and tense. During the listening, anxiety makes their body feels frozen and their body movement looks like stiff. The body with rigid and tense because the feeling of anxiety which their fear and feel frightened during the listening (Stawiarska, 2013). The same thing mentioned by Huberty (2009), students who face anxiety will have muscle tension. In addition, the students who feel more anxious and tense feel nausea and vomiting.

Feeling blushing. The other characteristic that can be noticed from the students during the listening are blushing. The students undergo anxiety feel their body like hot and uncomfort. Because of their anxiety, and their cheeks become red. They feel like their cheeks are burn and blushing (Huberty, 2009; Stawiarska, 2013). This characteristic appears when they face listening anxiety in a foreign language.

Shaking. According to Stawiarska (2013) and Huberty (2009), the students body will be trembling or shaking during the listening activity and test. Trembling can occur for several reasons. One of the reason when the teacher asked the students with unexpectedly questions. The other reason they are trembling when they are answer the questions with worry. Along with trembling, the students feel cold like freez. This characteristic of anxiety can be noticed from the students in the classroom.

Avoid listening. During the listening class, some students feel anxious in the classroom and listening activity. The students who undergo anxiety will try hard not to listen, whether listen to the teachers or the speakers. The students tend to avoid the listening activity and they do not want to listen to the person who speaks English (Stawiarska, 2013). The students who feel anxious also will avoid some tasks (Huberty, 2009). This characteristic can be noticed and the students can feel it by themselves.

Feeling panic. Panic is one of the characteristics of anxiety that happened in foreign language learning. Panic can happen during learning activity including listening activity or listening test. The students become panic when listening and it occurs when they face unfamiliar vocabulary and context. Moreover, panic can come because the students should answer the question when the speakers speak at once and was not repeated (Stawiarska, 2013)

Pounding heart. Huberty (2009) mentioned that rapid heart rate is the characteristics which often experience by anxious students. The students feel their heart beat faster than usual when facing anxiety. Based on Stawiarska (2013), heart rate also one of the most common characteristic felt by the students when they anxious. During the listening, their heart will more pounding than usual.

Feeling stress. The other characteristic that can be noticed during listening is stress. According to Stawiarska (2013), the students become stress because of some factors. The factor triggers the listening anxiety among students are unfamiliar with the vocabulary. When the students are not familiar with the vocabulary and the topic, it makes the students stress. In addition, the students who

are do not know how to prepare their self facing with the listening makes the students become stress. Moreover, Stawiarska (2013) mentioned that when the speakers speech to fast, it also triggers them to become stress during the listening. Zagrebu (2014) also stated that students who did not familiar with the topic leading them to stress and discomfort.

Feeling confused. Stawiarska (2013) stated that the students feel so confused when they cannot remember what they already heard from the speakers. When it happened during the listening, their mind becomes jumbled and confused. The students will find difficulty in answering the questions because their mind already mingled, their concentration decreased and it makes confused. When it happens, this characteristic can be noticed.

Factors Influencing Anxiety

This part discusses the factors causing the anxiety in listening. According to Horwitz et al. (1986), there are three main interconnected factors: The first poin is nervous to communicate or someone is fear in doing interaction with other people. The second point is test anxiety or someone is fear of unsuccessful in test. The last is fear of negative evaluation. Moreover, anxiety is common problem and occurs because of psychological influence. The students who undergo listening anxiety become serious problem. There are several researchers did a research about factor of listening anxiety. They found that the respondents have some causes which influence them become anxious in foreign language listening anxiety (FLLA). The possible factors which are found in their research are elaborated in the following below.

The content. Anxiety happen when the students are lack of vocabulary mastery (Meihua, Tholanda, & Juliet, 2015) and unfamiliar with the topic (Gonen, 2009). They are proved that students who are poor in listening because material of listening that not in students level causing bad understanding in listening material. According to Stawiarska (2013), the students become anxious when they do not understand each vocabulary. Further, the anxiety occurs when students should translate every words without understand the content and difficult to distinguish ever words. This problem in listening activity give impact of students achievement.

The time limitation. The listening activity is related to the time. The studens should faced with the time. According to Aziz and Otair (2017), the students faced difficulty during listening activity when the time is limited. They should answer and receive the information at once. The students get more worry when they just have limited time to process what they heard. When the students facing with time limitation, the students often feel anxious and it lead them to not being able to get the point missed the listening passage (Stawiarska, 2013). Serraj (2015) added that limited time and nature of speech are the factors causing listening anxiety.

The speakers. According to Ulum (2015), one of the factors causing students' anxiety comes from the speakers. Some learners feel hard when the speaker talks too fast and it makes the students hard to infer what the speakers said (Meihua, Tholanda, & Juliet, 2015). Further, speaker speed makes the students concentration become distracted and hard to get the point from what the

speaker said. In addition, the speed of the speaker is not only the speaker talk so fast but the teacher talk too softly drive the students difficulty. Stawiarska (2013) mentioned that the speaker or the teacher accent and enunciation also the factors students lack in listening. It also impact for their listening mastery and cause of listening anxiety.

The listener. Factor of students' anxiety comes from the students itself (Xu, 2011). The students are uneasiness and unseccessful in receiving important information is one of the factor of foreign language anxiety in listenig (Golchi, 2012). Another factor comes from the listener is lack of listening skills. The listener cannot know how to concentrate to infer the important passage in listening (Valizadeh & Alavinia, 2013). The students who are not inadequate vocabulary and low of grammar causing the anxiety.(Ezzi, 2012). According to Gonen (2009), the immature listening material and the validity of listening text is doubted, it is one of the factor cause students' anxiety in listening.

The environment atmosphere. Based on Xu (2011), anxiety can come from language environment around the students. It is supported by Gonen (2009) who stated that noise and inaudibility are the factor of students' listening anxiety. Another environment factor also comes from bad classroom atmosphere that can influence students' listening anxiety (Xu, 2011). Classroom atmosphere should be pleasant because bad classroom atmosphere will increase the anxiety of the students (Al-Khasawneh, 2016).

Foreign Language Listening Anxiety

Listening is one of receptive skill that is important to be mastered by students who are learning English. According to Kim (2005), listening anxiety give effect on “decoding and response tendency in human communication” (p. 215). It means that listening is connected to students’ understanding to what the interlocutor said. If the students are poor in listening skills, it will give negative impact on learning and cannot develop effective communication. Listening anxiety is important to analyzed because it hinders the process of listening and the performance of students. However, listening English has been disregarded (Ulum, 2015). Also, listening anxiety will hinder students’ achievement (Oteir & Aziz, 2017). According to Gonen (2009), the students trouble to interpret the meaning in listening correctly. He also stated that listening anxiety occurs depends on the feeling of students’ confidence. The more students feel hesitant, the level of students’ anxiety will increase. All the problems that students feel in listening will give impact to their performance (Golzadeh & Moiiinvaziri, 2017).

Review of Related Studies

In doing this study, the researcher reviewed some prior studies. There are three studies which are used in this research. The three studies were conducted by Stawiarska (2013), Xu (2011) and Kimura (2008). Each research will be explained in brief below.

Stawiarska (2013) did the research about symptoms of foreign language listening anxiety. This research was conducted to investigate the characteristics that appear in foreign language listening anxiety (FLLA) and and she related with

the cause that makes the experience that characteristics. The finding of this research showed that fast speech, mind drifting away while listening, and being evaluated was the most common anxiety.

This article helps the researcher's research to find the characteristics of anxiety. This research gave information and explanation about characteristics occurs when anxiety happen and it becomes researcher guideline to write the literature review. This journal has same research question with the researcher and is a source for the researcher to write the literature review.

Xu (2011) did the study about analyzing the anxiety in listening comprehension in foreign language (FL) classroom. This article used qualitative method, descriptive research design and questionnaire as the instrument. The participants in this research were 140 non-English majors placed into two classes' students from Qingdao University of Science and Technology. 140 questionnaires was distributed in this research and produce response addressing factors of listening comprehension. The findings of the study were divided into four major categories and sub categories. Forty-eight percent of the student's response nature of speech, level of difficulty, lack of clarity, lack of visual support and repetition are cause of listening anxiety.

This article is related to the researcher's research that investigates listening anxiety. This study gave information and explanation about listening anxiety and become researcher guideline to write the literature review. However, this journal has different research question with the researcher's. This journal talks about the effect of listening and wants to find out the strategies to overcome the anxiety.

Meanwhile, this research aimed to find out the characteristics of foreign language anxiety in listening and the factors of foreign language anxiety in listening. However, the findings from this journal helps the researcher to talk about source of anxiety.

The article from Kimura (2008) entitle “Foreign Language Listening Anxiety: Its Dimensionality and Group Differences”. It investigate about foreign language listening anxiety (FLLA) related to social and interpersonal anxiety. The participants were freshman students at a University in Japan with total 457 participants. This study is used open-ended questionnaire as the instruments.

The study from Kimura (2008) is related with the researcher’s research which talks about Foreign Language Listening Anxiety Students (FLLA). The study gave the information about listening anxiety and mentioned about the factors of foreign language listening anxiety which means it is in line with the researcher’s researches that investigate the same topic. Thus, the information of this study helps the researcher to write literature review. Also, this article used same methodology and target population. However, the aims of this journal is different because the aim of Kimura (2008) is not to find out the characteristics and factors of listening anxiety, but she wants to find out the strategies that can be used for students in Japan.

Conceptual Framework

The aims of this research are to find out the characteristics and factors causing anxiety of English Language Education Department students in a private university in Yogyakarta batch 2017. The researcher wants to justify the aims of

this research by providing a conceptual framework. The researcher points out the characteristics of foreign language anxiety in listening and factors causing foreign language anxiety in listening as the purpose of what the researcher will find out in this research.

Anxiety becomes a common significant problem in English language. Zheng (2008) stated that anxiety is psychology case that can happen to every human especially in language learning. As anxiety is significant problem in language learning, it becomes an obstacle in learning. When anxiety occurs, some characteristics can be identified. For the characteristics, the researcher found nine possible characteristics based on the literature review. There are blank, tense, blushing, shaking, avoid listening, panic, heart rate, stress, and confuse (Huberty, 2009, Stawiarska, 2013, Zagrebu, 2014)

Listening anxiety needs to be overcome because it can affect negatively to students' academic achievement (Xu, 2011). Hence, listening anxiety becomes a problem in language learning and the factor of listening anxiety should be analyzed to anticipate listening anxiety. Listening anxiety happens because of some factors. The factors are content factors, time factors, listener factor, speaker factor, and environment factors. These factors found by previous researcher (Meihua et al., 2015, Ulum, 2015, Gonen, 2009, Stawiarska, 2013, Aziz and Otair, 2017, Xu, 2011, Golchi, 2012, Valizadeh and Alavinia, 2013, Ezzi, 2012, Al-Khasawneh, 2016).

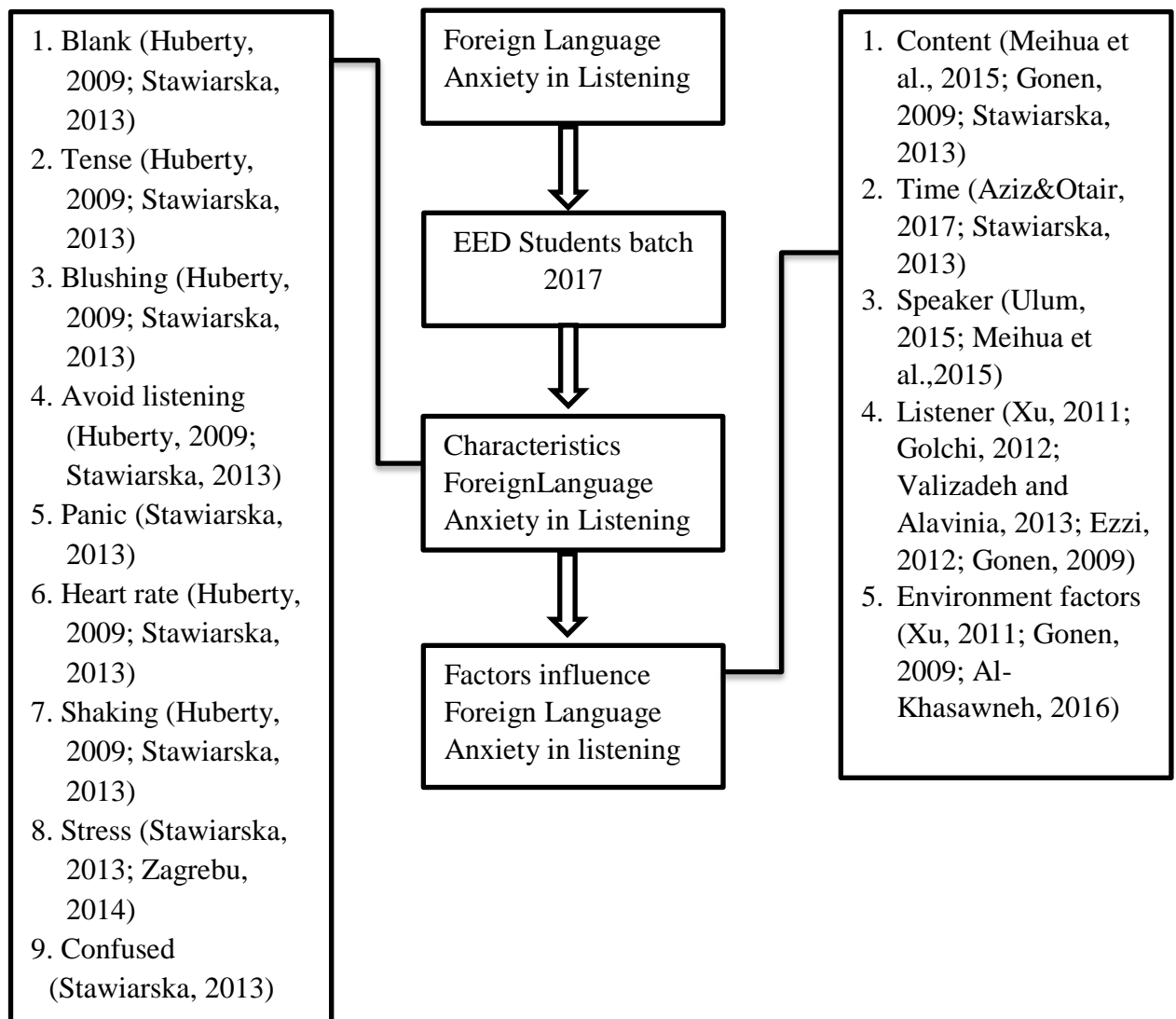


Figure 1. Conceptual Framework