

Chapter Four

Results and Discussions

This chapter describes the result of two research questions. The first research question of this research is to know the characteristics of listening anxiety among English students. The second research question is to find out factors causing listening anxiety among English students. The researcher presents the results and relate them to the previous research about foreign language anxiety in listening. The detailed results and its discussion are explained below.

Characteristics of Foreign Language Anxiety in Listening

The first research question of this research is “what are the characteristics of listening anxiety among English foreign language students?”. To answer this question, the researcher used an adopted questionnaire from Stawiarska (2013) as the instrument to gain the data. The researcher analyzed the data using descriptive statistic and looking at the mean score. The mean score were categorised into:

Table 5	
<i>Mean criteria for questionnaire characteristics and factors of foreign language anxiety in listening</i>	
<u>Mean score</u>	<u>Criteria</u>
1 – 2	Never
2,1 – 3	Rarely
3,1 – 4	Moderately
4,1 – 5	Frequently

There were ten items questions to explore the characteristics of listening anxiety. There were seven characteristics showed in the results and those

characteristics were rarely experienced by the students. The seven characteristics were feeling confused, feeling panic, having blank mind, feeling tense, feeling stress, pounding heart, and shaking. Besides those seven characteristics which rarely experienced by the students, there were two characteristics that students never experienced namely blushing and avoiding listening. The mean score of the characteristics in listening anxiety ranged from 1,59 to 2,89. The detailed of mean score were describe in table 6. The table in yellow highlight are the characteristics that never experienced by the students.

Table 6 <i>The mean score of characteristics foreign language anxiety in listening</i>										
Statement Items	S10	S6	S1	S8	S6	S2	S7	S4	S3	S5
Mean	2,89	2,41	2,38	2,23	2,41	2,18	2,10	2,02	1,85	1,59

Feeling confused. The first result of characteristic in listening anxiety was feeling confused. This characteristics was rarely experienced by the students. The statement S10 ‘my thoughts become jumbled and confused in listening for important information’ showed in table 7.

Table 7 <i>The mean of feeling confused</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S10	2,89	Rarely-experienced

From the mean score, the result showed that students of English department batch 2017 underwent listening anxiety, and they felt confused during

the listening activity. Feeling confused often occur and it is common characteristics of listening anxiety. The matter of feeling confused appeared because of several things. According to Stawiarska (2013), feeling confused happens because the students are lack of listening activity, has low concentration and get hard to answer the questions. She also stated that the main cause of confusion is the students failed to understand the passage of listening, and they unable to remember the information that has been delivered from the speaker. Those things led their mind became jumbled and confused. In this results, the students felt that their mind became jumbled when they did listening to get the information that already delivered by the speaker. It happened because the students confused about the listening information.

Feeling panic. The second characteristics is feeling panic. The mean score for statement S6 'I often feel panic when I do listening tasks during classes' is 2,41 and it categorized in rarely experienced. The results showed that feeling panic was experienced by the students. Thus, feeling panic became one of the students characteristics in listening anxiety. The mean score is in the table below.

Table 8 <i>The mean score feeling panic</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S6	2,41	Rarely-experienced

The second characteristic of listening anxiety is feeling panic. According to Stawiarska (2013), feeling panic is the characteristics of listening anxiety. Feeling panic occurred because of several reason, for example; the students

paniced during the listening because they only had limited time. The students should listen carefully to what the speaker said at once. When they failed to interpret the listening, they were unable to answer the question correctly and missed some important information. According to Stawiarska (2013), what makes the students become anxious in listening is because they worry as they could not listen to English at their own pace and it leads the students become feeling panic. The results from her study is in line with this result that panic was experienced by the students. When the students panicked, it could impair listening anxiety and students' performance. This characteristics cannot be ignore and students should to relieve panic during listening activity.

Having blank mind. The third characteristics that students experienced is their mind going blank. It can be seen on the mean score of statement S1 'My mind often goes blank when listening anxiety starts' which is categorized as rarely experienced characteristics by students. The mean score of the statement can be seen on the table 9 below.

Table 9 <i>The mean score of having blank mind</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S1	2,38	Rarely-experienced

Having blank mind in listening leads the students become anxious. This results of this research is similar with Huberty (2009) who mentioned that mind going blank is one of the most common characteristics of listening anxiety. Mind

going blank happened because of some problems like the time pressure and lack of vocabulary or topic. When the students are underpressure, the situation around them gives impact of themselves and makes their mind become blank. Related to the results of Stawiarska (2013) who mentioned about lack in vocabulary mastery, it can be concluded that cause of their listening anxiety because they are not familiar with the vocabulary and it drives the students having blank mind. In addition, the time limitation presses the students mind become blank. In this problem, giving students some time to reflect upon what was heard seem to be beneficial in this context. If the students always had blank mind during listening, it led the students missed the important information of the listening. In addition, when the students had blank mind, the students could not follow the listening activity effectively.

Feeling tense. The next characteristics is feeling tense. There were two items which categorised into this characteristic. The statement S8 ‘I freeze up when unexpectedly asked to listen to something in English during classes’ and statement S2 ‘I feel my whole body rigid and tense when we do listening tasks during classes’. These two statements belongs to rarely experienced. The mean score of those statements are on the table 10.

Table 10 <i>The mean scores of feeling tense</i>		
<u>Statement Items</u>	<u>Mean</u>	<u>Interpretation</u>
S8	2,21	Rarely-experienced
S2		

Another characteristic found in this research is feeling tense. The students confirmed that their body became tense during the listening activity. According to Horwitz, Horwits, and Cope (1986), tension related to someone's feelings of nervous and anxious. Hence, what makes the students become tense is feeling of nervous. Furthermore, Stawiarska (2013) mentioned that the students who undergo listening anxiety feel their body become tense, rigid, and freeze. She also added that the body movement looks like stiff. This research also in line with Xu (2011) who found out that listening anxiety causes someone become tension. The more feeling of anxiety can cause the body becomes tense. Tense can be seen when the students doing listening activity; listen to the speaker, listen to the teacher's explanation, and also listening test. In addition, it can be concluded that nervous makes students feeling tense and it becomes one of the characteristics of students anxiety.

Feeling stress. The next characteristics is feeling stress. Feeling stress in the statement S9 'I feel stressed during listening in English' pointed out that feeling stress is rarely experienced by the students. It proved by its mean score. The mean score of S9 is in the table 11 below and the explanation is discussed below.

Table 11 <i>The mean score of feeling stress</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S9	2,12	Rarely-experienced

Besides tension, listening activity also causes someone to feel stress. Xu (2011) and Stawiarska (2013) stated that stressful is the characteristics of listening anxiety and it supports that students feel stress during listening activity.

According to Stawiarska (2013), factors that trigger the students to become stress are lack of listening activity, unfamiliar with the topic, and the time pressure during the listening. Therefore, because of the pressure that requires the student to understand all the contexts in listening together with a short time causes the students often feel stressed when listening to English.

Pounding heart. The item of heart rate is S7 'I feel my heart pounding when I do listening tasks during classes'. The students answered the question that they rarely felt their heart pounding during the listening activity in the classroom. It proved by the mean score of S7 which mentioned in the table 12 below.

Table 12 <i>The mean score of pounding heart</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S7	2,10	Rarely-experienced

Heart pounding became the characteristic of listening anxiety. From the table above, the mean score confirmed that students of English department batch 2017 felt their heart pounding more quickly than usual during listening activity. It supported by Huberty (2009) who mentioned that heart rate is the characteristics that often experienced by students who undergo anxiety. It showed that the students whose heart pounding quickly during listening activity considered having

anxiety. In this case, pounding heart during listening happened because the feeling of unconfident in listening classroom. It was supported by Stawiarska (2013) who stated that students in lack of focus and unconfident lead them to have feeling of fail to follow the listening activity in classroom and they heart pounding during the listening activity.

Shaking. The last characteristics which is categorised as rarely experienced is shaking. It can be seen by the results of statement item S4 ‘I feel cold and start shaking when we do listening tasks during classes’. The students answered that they feel cold and their body start shaking during the listening activity in the classroom. The table below showed the results of mean score of item S4.

Table 13 <i>The mean score of shaking</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S4	2,02	Rarely-experienced

The last characteristic which was categorized in rarely experienced by the students is shaking. In previous study; Huberty (2009) mentioned that anxiety occurs body trembling and students often showed their hand are trembled or their feet are shaken. Moreover, Stawiarska (2013) stated in her study that anxiety triggers the body shaking during the listening. Beside shaking and trembling, the students’ bodies also feel cold and freeze. However, the results showed that students rarely experienced this characteristics, but it still proved that shaking still

existed and experienced by the students at English department of a private university in Yogyakarta. Although the students are not often feel shaking, it cannot be ignore because trembling and shaking may effect on the students learning process. The students cannot be focus if they are axious and their body trembling.

Blushing. The mean score item S3 ‘I feel hot and my cheeks are burning when we do listening tasks during classes’ showed that blushing is never experienced by the students. Based on mean criteria, the scale under 2,1 is included into ‘never’ experienced. The score showed that students did not blush during the listening class. The students did not have experience that their cheeks felt like burn or they did not feel hot during the listening class. The table below shows the mean score of S3.

Table 14 <i>The mean score of blushing</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S3	1,85	Never-experienced

The item Q3 is characteristics of blushing. The mean score of this result is 1,85 and it means that students never experience this characteristic during the listening activity. According to Stawiarska (2013) and Huberty (2009), students who face-anxiety will feel blushing in which the students feel their cheeks like burn, and their cheeks become red. The students who were anxious in listening would feel uncomfortable with their face condition that their face and their cheeks feel like hot and burn. All of these symptoms are mentioned in Stawiarskan

(2013) and Huberty (2009). However, the results of this research did not prove the experts' statement because the students never experience blushing.

Avoid listening. The last characteristics is avoiding listening. However, the results of statement item S5 'I usually do my best to avoid listening in English' is never experienced by the students. It proves that students never avoid listening English activity. The result of S5 is in table below.

Table 15 <i>The mean score of avoiding listening</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S5	1,59	Never-experienced

Similar with blushing, avoiding listening also placed into never experienced. The mean score of this research was 1,59. Based on the mean criteria, the scale under 2,1 belongs to never. This result of this research is different from Stawiarska (2013) and Huberty (2009). In their research, the characteristics of students anxiety in listening are the students will avoid all the task related to the listening activity and listening material, ignore the listening part, try hard to avoid the listening activity, and try to not to get involved in listening. This happened because they were afraid of listening and it was called listening anxiety. However, the result of this research showed that the students never avoid the listening activity though they are worried about listening activity.

After explained each characteristics of listening anxiety, it can be concluded that students batch 2017 rarely experience confused, panic, blank mind, tense, stress, and pounding heart during listening anxiety. Moreover, students

never experience that their faces become red or their cheeks feel like burn. The students also never avoid the listening.

Factors Causing Foreign Language Anxiety in Listening

The second research questions of this research is aimed to find out the factors which cause listening anxiety among English department students. There were ten items including five categories in this variable. After analyzed the data gained, the researcher grouped several item questions that had same category and looked for the mean score. The researcher found there was one factor causing listening anxiety, and it was frequently faced by the students. The other factors causing listening anxiety were the speaker, the time limitation, the listener, and the content. The detailed explanations of mean score are describe in the following table and the yellow highlight is the highest mean score.

Table 16										
<i>The mean score of factors causing foreign language anxiety in listening</i>										
Statement Items	S20	S12	S13	S15	S14	S19	S16	S18	S11	S17
Mean	4,12	3,73	3,65	3,61	3,31	3,27	3,16	3,01	2,94	2,83

The envirointment atmosphere. From five characteristics, the environment atmosphere scored highest than the others. The statement item S20 ‘I have difficulty when the environment around me is noisy belongs to frequently’. This factor became the main factor of students anxiety in listening English among students of English department.

Table 17 <i>The mean score of environment atmosphere</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S20	4,12	Frequently-faced

The situation of the environment atmosphere around students influenced the students to be anxious in listening English. It was proved by the results of Q20. The students answered that they faced the difficulties when the situation around them was crowded and noisy. The other difficulties faced by the students due to bad atmosphere was the students got hard to concentrate and receive the information from the speaker or the interlocutors said. This result was in line with Gonen (2009) who stated that noise and inaudability are the factors students' listening anxiety. Xu (2011) also stated that, bad classroom atmosphere is one of the factors influencing students anxiety in listening. The students who undergo the anxiety will give negative effect on students achievement. It is supported by Otteir and Aziz (2017) stated that anxiety hinders students' achievement.

The speaker. The second factor causing students anxiety in listening is the speaker. The statement item S13 'I worry that I might not be able to understand when people talk too fast' belongs to moderate faced by the students'. The mean score of the speaker factor is described below.

Table 18 <i>The mean score of the speaker</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S13	3,65	Moderately-faced

The second factor causing listening anxiety comes from the speaker. The speaker factor was moderately faced factor by the students. Students felt anxiety because the students felt worry when the speaker talked too fast and it made the students difficult to understand what the speaker talked. This results was supported by Meihua, Tholanda, and Juliet (2015) who stated that the students get difficulties to infer what the speaker said because of the speaker speed. In addition, the speaker who talks too fast can make the students misbelief about what they heard. For freshman students, the speed of the speaker can cause students' anxiety in listening because they still fresh students and not all students are accustomed in listening. Even though they have listening class, the students should have more practice in listening English in order to understand more what the speaker said because they will face listening class until they are in last semester.

The time limitation. There were two questions item for this category. The item of S12 'I get nervous if listening test passages are read just once' and item S19 'I get worried when I have little time to think about what I have heard'. The mean score of these two items indicated that the students moderately-faced time pressure as the factor causing their listening anxiety. Thus, the mean score of two items are describe below.

Table 19 <i>The mean score of time pressure</i>		
<u>Statement Items</u>	<u>Mean</u>	<u>Interpretation</u>
S12	3,27	Moderately-faced
S19		

The second moderately faced factor by the students was time pressure. When doing listening activity, the time also became the factor that pressed the students. It happened because the students only had limited time to hear and understand what the speaker said once and they had to answer the questions. It was in line with Kimura (2008) and Stawiarska (2013) who mentioned that students feel worry when they only have limited time to process what they heard. In limited time pressure, the students would be hard to get the point of the audio of listening. It proved that this factor connected with the speakers factors which became the most causing students' anxiety factor in listening. According to Serraj (2015), the limited time and nature of speech are the factors causing anxiety in listening. The results showed that speaker and time factors were faced by the students in a private university in Yogyakarta batch 2017.

The listener. The category of listener factor had three statement items. The first is S15 'I worry that I might have missed important information while I was distracted'. The second item is S17 'I often get so confused that I cannot remember what I have heard', and the last item in this category is S18 'I fear I have an inadequate knowledge about the topic'. The mean score of those three

items were belongs to moderately faced by the students. The mean score mentioned in the table 20.

Table 20 <i>The mean score of the listener</i>		
<u>Statement Items</u>	<u>Mean</u>	<u>Interpretation</u>
S15	3,01	Moderately-faced
S17		
S18		

The third moderately faced factor was the listener with its mean score is 3,15. According to Xu (2011), anxiety comes from the listener itself and it is proven by the result of this research. The listening anxiety happened when the students had low listening skills, and lack of vocabulary mastery. The students felt that they were lack of vocabulary, they were hard to follow the listening activity. In this research, the researcher found out that when the students answered the listening questions, the students got feeling that they might be missed the important part in the listening; they got also confused because of inadequate knowledge. It is supported by some experts who stated that anxiety appears because the students uneasiness (Golchi, 2012), inadequate knowledge and vocabulary (Ezzi, 2012). The feeling of unesiness and unconfident owned by the students should be reduced to increase the anxiety in listening.

The content. The last factor causing listening anxiety came from the content and this category had three question items. The first was S11 'I get stuck with one or two unfamiliar words'. The second was S14 'I am nervous when I'm

not familiar with the topic' and the last item was S16 'I get nervous and confused when I don't understand every word in listening test situations'. Based on the mean score of these items, the result shows that the content was moderately faced-factor in listening activity by students. The mean score is in following table.

Table 21 <i>The mean score of the content</i>		
<u>Statement Item</u>	<u>Mean</u>	<u>Interpretation</u>
S11	3,14	Moderately-faced
S14		
S16		

The last moderately factor faced by the students was the content factors. The mean score of content factor is 3,14. The students batch 2017 answered that they moderately faced the content factor. The students got stuck when they were not familiar with the topic. This result is in line with Kimura (2008) who studied about factor causing listening anxiety. She mentioned that students get worry with misunderstanding of the content. Therefore, the content factor triggers the feeling of worry and anxiety of the students in listening activity. In addition, unfamiliar with the topic is supported by Gonen (2009), who stated that the listening material needs to be noticed because the unfamiliar topic is one of the factors causing foreign language anxiety in listening. Stawiarska (2013) also mentioned that students become anxious when they are not able to understand vocabulary about the topic. From the explanation above, it can be concluded that the students faced listening anxiety when they are not familiar with the topic. Hence, the selection of listening topic should be notice and suitable for students level.

The conclusion of factors causing listening anxiety among the students were the students felt the environment atmosphere influenced their anxiety. It was confirmed by the results that these factors often faced by the students. Moreover, the other factors such as speaker, time limitation, listener, and content belongs to moderately where those factors faced by the students but not as often like environment atmosphere.

