

**THE TEACHERS' STRATEGIES IN DECREASING STUDENTS'
ANXIETIES IN LISTENING CLASS AT THE SECOND
YEAR OF ISLAMIC BOARDING SCHOOL
ISLAMIC CENTRE KAMPAR**

Thesis

Submitted to Fulfill one of Requirements for
Undergraduate Degree in English
(S.Pd)



By

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PEKANBARU
1431 H /2010 M**

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ABSTRACT

INDRA YENI (2010). *“The Teachers’ Strategies In Decreasing Students’ Anxieties in Listening Class at The Second Year of Islamic Boarding School Islamic Centre Kampar”*.

Then, the purposes of this research are to find out what the strategies applied by English teachers to decrease the students’ anxieties in listening class and to find out the factors influencing the students’ anxiety in listening. Next, this research questions are formulated as follows:

1. How are the teachers’ strategies in decreasing students’ anxiety in listening class?
2. What the factors influencing the teachers’ strategies in decreasing students’ anxiety in listening class?

The subject of this research is the English teachers who are teaching at the second year of Islamic Boarding School Islamic Centre Kampar. While, the object of this research is the teachers’ strategies in decreasing students ‘anxiety in listening class at the second year Islamic Centre Kampar. And the data gathered is used by doing observation and interview. To analyze the data, the writer uses the formula:

$$P = F/N \times 100\%$$

After analyzing the data by using observation and interview, the researcher concludes that strategies in decreasing students, anxiety in listening class is categorized into “less”, and the total of score is 54%.

And factors influencing the teachers’ strategies in decreasing students’ anxiety in listening Class are students, teachers and facilities.

ABSTRAK

INDRAYENI (2010). *“Strategi Para Guru dalam Mengurangi Kegelisahan Siswa Dalam Kelas Listening Pada Kelas Dua Pondok Pesantren Islamic Centre Kampar”*.

Kemudian, Tujuan penelitian ini adalah untuk menemukan strategi para guru dalam mengurangi kegelisahan siswa kelas dua dalam kelas listening di Pondok Pesantren Islamic Centre Kampar dan untuk mengetahui faktor – faktor yang mempengaruhi strategi guru dalam mengurangi kegelisahan siswa dalam kelas listening. Kemudian , Adapun Permasalahan pada penelitian ini diformulasikan sebagai berikut:

1. Bagaimana strategi para guru dalam mengurangi kegelisahan siswa dalam kelas listening ?
2. Faktor-faktor apa yang mempengaruhi strategi guru dalam mengurangi kegelisahan siswa dalam kelas listening?

Subjek dari penelitian ini adalah ini para guru bahasa Inggris yang mengajar pada kelas dua di Pondok Pesantren Islamic Centre Kampar. Adapun objek dari penelitian ini strategi- strategi para guru dalam mengurangi kegelisahan siswa dalam kelas listening pada kelas dua Pondok Pesantren Islamic Centre Kampar. Data yang digunakan dalam penelitian ini adalah dengan menggunakan Observasi dan Interview. Untuk menganalisa data , peneliti menggunakan rumus:

$$P = F/N \times 100\%$$

Setelah menganalisa data dengan menggunakan observasi dan interview tersebut peneliti menyimpulkan bahwa strategi guru dalam mengurangi kegelisahan siswa dalam kelas listening adalah dikategorikan kedalam “kurang” dengan total nilai adalah 54.00%

Adapun faktor- faktor yang mempengaruhi strategi guru dalam mengurangi kegelisahan siswa dalam kelas listening adalah para siswa, guru-guru dan fasilitas

المخلص

إندرا ينى (هـ ١٤٣١م / ٢٠١٠): الموضوع من هذا البحث " استراتيجية
المدرس لينقص خوف الطلاب فى الإستماعية للفصل الثانى العالية المعهد
الإسلامى الإتحاد التربية الإسلامية الكمفر "

الهدف من هذا البحث لىوجد الاستراتيجية ما يستخدم المدرس لينقص
خوف الطلاب فى الإستماعية , وىوجد العوامل الذى يؤثر خوف الطلاب فى
الإستماعية, ثم تكوين هذه المشكله, كمايلى:

١. ماذا استراتيجية المدرس لنقص خوف الطلاب فى الإستماعية فى الفصل؟

٢. ما العوامل الذى يؤثر به المدرس الإستماعية؟

موضوع البحث هذا, هو المدرس اللغة الإنجليزية الذى يتعلم فى فصل
الثانى العالية معهد الإتحاد التربية الإسلامية كمفر, وأما فرد البحث هو
استراتيجية المدرس لينقص خوف الطلاب فى الإستماعية للفصل الثانى العالية
المعهد الإتحاد التربية الإسلامية الكمفر, والإستبيان المستعمل فى هذا البحث هو
بالمراقبة و بالسؤال. لبحث الإستبيان الباحث يستعمل او يستخدم بالرموز:

$$P = F/N \times 100$$

بعد أن يحلل الباحث الإستبيان بإستعمال المراقبة, فيستخلص الباحث أن
استراتيجية المدرس لينقص خوف الطلاب فى الإستماعية للفصل الثانية العالية
"ناقص" بالحلوان : 54%

وأما العوامل الذين يؤثرون خوف الطلاب فى الإستماعية, إستخلص

الباحث فيها:

١. عوامل الطلاب

٢. عوامل المدرس

٣. عوامل الوسائل

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

The successful students in mastering English are based on their understanding of English skills and linguistic components. There are four skills languages should be mastered by students, they are reading, writing, speaking and listening. Those are also as the sign that students' mastery of English can be proven by understanding of those skills. Dealing with this (Imam.D, 1985; in Suprihatin, 2003;1) The students who learn English are expected to master four language skills (reading, speaking, writing, and listening). In order to master them, the students have to know each of them one by one especially listening.

Listening is the an activity of paying attention to and trying to get a meaning from something we hear (Underwood :1989;1).To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasion, and not simply to understand the words.

Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that they must understand what is said to them during face to face interaction. There is also a vast range of situations where they will be the silent receivers of messages directed at them, from radio, television, announcements and multitude of other sources (Littlewood; 1981:20). Besides, listening has often been called a passive skill. Paulston, (1976:20) said that in language teaching, listening comprehension used to be

thought of as a passive skill. Prior discussion to 1970 rarely considers that listening comprehension as a skill to be taught in its own right, separate from pronunciation and grammar, and textbooks typically ignored the subject. Like reading, listening comprehension is no longer regarded as a passive skill.

“The process of speech recognition is an active interplay of guessing, approximation, expectation and idealization that normally makes extensive use of all the redundancies found in a typical speech situation, phonological, morphology, syntactic, semantic, as well as many varieties of nonlinguistic redundancies” (1970:20).

Pertaining to the quotation above, it is clear that listening ability is one of the important things for students to mastery because listening is one of requirements to pass in final exam UN.

Teacher is a person who presents the materials that are demanded to have good competence. So, it can be said that a teacher is one of the teaching components. Furthermore, Sudjana (1991:1) stated that the teacher has central role which influences the result of teaching. Therefore, a teacher must be able to translate and explain the values of curriculum, and transform those values to the students in teaching and learning process.

Moreover, the factor that must be known by the teacher is the role of the teacher. Dealing with this point Sudjana, (1989:12) said that the learning process the teacher has role as director and as an actor, it means that the teacher has task and responsibility to plan and implement the learning in the school.

In addition, Armstrong (1981: 249) in Sudjana (1989:15) said that there are five tasks and responsibilities of the teacher, as follows:

- a. Teaching students

- b. Giving guidance
- c. Developing the curriculum
- d. Develop the profession
- e. Guiding the relation between societies

Based on some points stated above, the teacher holds the important role in learning process, especially in listening. The teacher needs to see the learning listening is not easy, therefore the teacher must have good strategy and make new solution due to the problem being faced.

Strategy is a plan designed for the particular purposes: the process of planning something or carrying out a plan in a skillful way Hornby (1955) in Afriyanti (2005: 79). According to Brown (2000:113) strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planed design for controlling and manipulating certain information.

Islamic Boarding School of Islamic Centre Kampar is one kinds of Islamic education in Riau especially in Kampar. English is taught as a compulsory subject and it is tested in National exam (UN) especially listening. Listening ability is one of the language skills that is taught and should be mastered by students in this school. It is taught four hours a week with a time allocated 45 each. Nowadays, in this school has used KTSP as the current curriculum in accordance with the government decision. According to Kunandar Curriculum means actualizing the potential concept to the actual act in the form of learning activities. Based on the curriculum, the students who learn English are expected to be able to listen

English well, because listening is one of difficult subjects. They do not only hear and answer the question but they also understand the meaning and vocabulary.

Based on researcher's preliminary study at the second year students indicates that, although the students Islamic Boarding School of Islamic Centre kampar are taught English four hours in a week, but unfortunately, the students have problems in the listening class. This facts can be seen, when the listening class some of students cannot answer the question well, they look like confused, misunderstand to answer, do not understand what speakers talking about, they are not self confident to answer the question. Even though the teachers have some strategies to decrease their students anxiety in listening, such as the teacher ask the students to be relaxed, humor, listening music, and explain to the students what the keyword in listening, but in facts the students of Islamic Boarding School Islamic Centre Kampar still have anxiety toward listening.

Based on explanation described above and preliminary study, it can be seen in the following some phenomena, as follows:

1. Some students are afraid of listening because they do not have plan before going to listen and they don't know what they should do.
2. Some of the students' marks particularly listening are unsatisfied.
3. Some of the students seem lack of strategies to improve their listening skill
4. Some of the teachers seldom use strategies to improve their student listening skill.
5. Some of the students do not know how to use a good strategy in listening comprehension.

6. Some of English teachers don't create various strategies in listening class.

Based on the problems above, the researcher is interested to do a research entitled; **"THE TEACHERS' STRATEGIES IN DECREASING STUDENTS' ANXIETIES IN LISTENING CLASS AT THE SECOND YEAR OF ISLAMIC BOARDING SCHOOL ISLAMIC CENTRE KAMPAR"**.

B. Definition of Term

To avoid misinterpretation and misunderstanding, it is necessary to explain the terms used in this research as follows:

1. Strategies

According to Douglas (2000:113) strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planed design for controlling and manipulating certain information. In this research, strategy refers to the ways of the teacher to decrease students' anxieties in listening.

2. Decrease

It means become or make something smaller size, number or process of reducing something or the amount that something is reduced by a small. (Oxford, 1989). In this research, decrease means make something smaller size about students' anxieties in listening, especially in listening examination test.

3. Anxiety

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. quoted from (www.alivehypnosis.com-**anxiety** . Anxiety means concern and fear about what might happen (Oxford, 1980:16). Pertaining to Prawirohusodo (1988:90) in Yanti (2005) said that anxiety means emotional experience that is not pleasure, something that makes worry, strain that has relationship with dangerous threat that has not known by the people. In this case anxiety refers to students' activity in listening. In dictionary of psychology, anxiety is mixed feeling comprising the fear, chronic care at light storeylevel. Dealing with this Kartono and Kartini (2003:129) anxiety is a kind of restlessness of care and fear to ill define something. In this research, anxiety means that problem (anxious) when listening. So, in this research anxiety means anxious of some students toward listening class.

4. Listening

Listening is an activity of paying attention to and trying to get meaning from something we hear (Mary Underwood, 1989: 1). According to Sinclair (1987 :849) listening means paying attention to someone who is talking or to a sound that you can hear. So, listening in this research is an activity that needs interest, concentration and attention and the students use tape recorder to listen, to get messages that what they hear.

C. The Problems

1. Identification of the Problem

Based on problems described above, the researcher can identify some problems in relation to this study depicted as follows:

- a. What aspects cause the students' anxiety in listening examination?
- b. Why are some students' listening achievements unsatisfied?
- c. What are the students' strategies in decreasing anxiety in listening?
- d. What are teachers' strategies to overcome the students' anxiety in listening?
- e. How are the students' strategies in listening class?

2. The Limitation of the Problem

The writer tries to underline certain cases that are considerably important in relation to the following student's generation. The writer realizes that the time allocation is very limited to do this research for all problems. Therefore, the writer confines the problem that really happens in Islamic Centre boarding school Islamic Centre Kampar particularly due to the teachers' strategies to decrease students' anxiety in listening and factors influencing the teachers' strategies in decreasing students' anxiety in listening.

3. The Formulation of the problem.

Some of the formulated problems that can be derived from the phenomena above are as follows:

- a. How are the teachers' strategies in decreasing students' anxiety in listening class?

- b. What are factors influencing the teachers' strategies in decreasing students' anxiety in listening class?

D. The Objective and Significant of the Research

1. The Objectives of the Research

- a. To find out how the teachers' strategies in decreasing students' anxiety in listening at the second year of Islamic Boarding School Islamic Centre Kampar.
- b. To know what factors influence the teachers' strategies in decreasing students' anxiety in listening class?

2. The Significant of the Research

- a. To give some information for English teacher at the second year of Islamic Boarding School Islamic Centre Kampar
- b. To give some inputs for students at the second year of Islamic Boarding School Islamic Centre Kampar to decrease their anxiety in listening examination.
- c. To increase the researcher's experience and knowledge in the problems being discussed.
- d. To complete undergraduate requirement of S1 study program at Tarbiyah and Teacher Faculty at UIN SUSKA RIAU.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Concept of Teaching Strategies

Strategy is a plan designed for the particular purposes: the process of planning something or carrying out a plan in a skillful way Hornby (1955) in Afriyanti (2005: 79). According to Brown (2000:113) strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planed design for controlling and manipulating certain information. In this thesis, the strategies, means the ways of the teachers to decrease students' anxieties especially in listening.

The duty of teacher is to create an environment in which all students can participate to the best of their abilities. One of teachers greatest challenges is to provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, the learning styles of learning .

Classroom teachers are responsible for delivering instruction to students and helping them understand and apply concepts, while making sure that each child progresses satisfactorily and learns the necessary skills to achieve throughout school. Effective teachers use strategies that encourage students to interact with each other, share ideas and think critically. Many of a teacher's success in the classroom is hinged on their use of teaching strategies, or to put it another way, their approach to their teaching, how they implement instructions, how they teach, how they communicate, and how they deliver information, how

they communicate data to student. Best Way - Effective Teaching Strategies & Concepts eHow.comhttp://www.ehow.com/way_effective-teaching-strategies-concepts

In English language teaching, the teacher must have strategies, in other word not only approach method and technique but also strategies that should be applied by the teacher. According to Rebecca L. Oxford ,(1990 ;38) there are six strategies in teaching learning English as follows:

1.Memory Strategies

Memory strategies are called mnemonics, it has been used for thousands of years. For example, orators in ancient times could remember a long speech by linking different parts of the speech with different rooms of a house or temple, and the then “taking a walk” from room to room. People used memory strategies to remember practical information about farming, weather or when they were born. Memory strategies fall into four sets: creating mental linkages, applying images and sounds, reviewing well and employing action.

2.Cognitive

Cognitive strategies are essential in learning a new language. Such strategies are a varied alot, ranging for repeating to analyzing expression to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learners. There are four sets of cognitive strategies : practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and out put.

3. Compensation Strategies

Compensation strategies enable learners to use a new language for either comprehension or production despite limited knowledge. It is intended to make up for an inadequate repertoire of grammar and especially for vocabulary. There are two sets of compensation strategies: Guessing intelligently (for listening and reading) and overcoming limitations in speaking and writing.

4. Metacognitive Strategies

Metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own language process. Metacognitive strategies include three strategy sets: centering your learning, arranging and planning your learning and evaluating your learning.

5. Social Strategies

Social strategies are very important in this process. It is communication that occurs between and among people, that consists of three specific strategies that include: asking questions, cooperating with others and empathizing with others.

6. Affective Strategies

The term affective refers to emotion, attitude, motivation and values. It is impossible to overstate the importance of the affective factors influencing language learning. There are three main sets of affective strategies: lowering your anxiety, encouraging yourself and taking your emotional temperature. According to Rebecca L Oxford there are some differences among them as follows:

Lowering anxiety in any of the four skills, anxiety can play a strong role, short-circuiting potential learning. Speaking the new language often causes the greatest

anxiety of all but some learners also experience tremendous anxiety when listening , reading and writing. There are strategies to lower anxiety : deep breathing, using progressive relaxation, and meditation .

In this thesis , the writer focuses to the teachers' strategies in decreasing students anxieties in listening. That includes to affective strategies such as lowering anxiety (deep breathing or mediation, using progressive, using music and using laughter). these all strategies are affective to reduce students' anxiety. Such as : progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing is often an accompaniment to progressive relaxation. It involves breathing low from the diaphragm, not just from lungs. The simple act of deep breathing brings greater calmness almost immediately. It means that the teacher must have preparation to student when starting listening class. Meditation means, focusing on a mental image or sound to center one's thoughts and it too helps to reduce the anxiety that often language learners.

Using music is for strategy before any stressful language task. Five or ten minutes shooting music can calm learners and put them in a more positive mood for learning. The language teaching method known as suggestopedia is based partly on the use baroque music to alter students' mood and mental states.

Using laughter is the best medicine as the saying goes . it is potentially able to cause important biochemical changes to enhance the imunesistem. Laughter brings pleasure to the classroom and not just the result of teacher centered joke telling or rassias type dramatic it can be stimulated by many kinds of classroom

activities such as role play, games and active exercise in which learners are allowed to play as they learn.

Based on explanation above, the writer concludes that , the strategies can be used by teacher in the classroom. It can be reduced students' anxiety in the classroom especially in listening class , so it makes the students enjoy to follow this activities.

B. The Objective of Teaching Strategies

The objective of teaching is to teach, to transmit knowledge and skills from one person to the other. The classification of the general objectives of teaching in terms of school subject matter is not sufficient to explain the ultimate ends of education. These include, essentially, the promotion of a well-integrated person capable of taking a responsible, active role in society. With such a purpose in mind, one may achieve more insight by choosing a psychological analysis of the objectives into the attainment of intellectual abilities and social insights cognition, the learning of practical active skills (psychomotorlearning),andthe developmentof emotions,attitudes,andvaluesaffective,learning

C. The Nature of Anxiety

Anxiety is a problem that can cause and influence the students in learning. It is associated with feeling of uneasiness, frustration, self-doubt, apprehension or worry (Scovel, 1978 in Brown 2000:151). Dealing With this concern, Davison, (2005) in Riana Fitri, (2008) stated that an anxiety is a feeling fear inconvenience accompanied at the height of physiological stress. Anxiety is concern and fear

about what might happen, and it is not easy to master English well. The students always feel nervous and anxious when they listening examination.

Brown (1994:141) thinks “Anxiety is almost impossible to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry”. In his study, he also points out that there are three components of foreign language anxiety have been identified (Horwitz et al. 1968, MacIntyre and Gardner 1989, 1991c) in order to break down the construct into researchable issues; (1) communication apprehension, arising from learner’s inability to adequately express mature thoughts and ideas; (2) fear of negative social evaluation, arising from learner’s need to make a positive social impression on others; and (3) test anxiety, or apprehension over academic evaluation. (Brown, 1994, 142).

Harmer (2000) stated that, the students think anxiety harms their performance in class, and has described that it is perhaps relentlessness of the taped material which accounts for the feeling of panic which many students experience during listening activities. If they fail to recognize a word or a phrase they haven’t understood, therefore, they stop to think about it , they look like confused, misunderstanding to answer the question, they often miss the next part of the tape and are soon falling behind in terms of comprehension. It is especially for this reason that students have to be encouraged to listen for general understanding first rather than trying to pick out details immediately. They must get into the habit of letting the whole tape ‘wash over them on the first hearing,

thus achieving general comprehension before returning to listen for specific in details.

The more nervous students are, the less meaning they can catch. Some of our students lose interest in listening and some even give it up. It is the teacher's concerns to increase the students' interest, help them to gain good self confidence in themselves and make sure that they can achieve success in listening with the limited amount of English. The teacher must realize the important effect that success has on motivation. They must be able to assess the students' ability and train the students to lower their anxiety by using progressive relaxation, deep breathing, or meditation, music and relaxed laugh.

According to Stevens, (1990: 21) freshmen feel anxious in listening and confused because they have great difficulty in listening. They try hard in listening, but make little progress. They worry about how to avoid making any mistakes in order to save face. They get very nervous, which slows down their normal thinking speed and distract their concentration.

There are Five factors viewed as causing anxiety were classified into five categories; characteristics of listening comprehension, characteristics of listening material, characteristics of the task, social contexts of listening anxiety, and foreign language proficiency and listening ability.

From the explanation above, there are several ways to cope with the above mentioned causes of listening anxiety were suggested and classified into five suggestions as follows:

1. In listening, students cannot go back to what they do not understand and analyze nervous feeling, but they said if the teacher can play the tape more times until we understand the material, we will feel relaxed, the teacher should allow us enough time to reconsider the question about the text.
2. The school should provide a comfortable language lab. equipped well. In addition to cope with anxiety in listening quite the teacher could explain the new words before listening to the tape and make an introduction of the social or cultural background of the listening materials.
3. The teacher provides more such types of exercises, believing that more practice will make them get accustomed to the dictation and they feel relaxed.
4. The teacher should who had a good sense of humor and who were friendly relaxed patient, making students comfortable.

This suggests for learners, and they must first improve their foreign language proficiency and listening ability retrieved from (<http://www.celea.org.cn/teic/69-100/pdf>).

Furthermore based on Burgoon and Ruffner in Ajisnis 2003:15,said that anxiety that is experienced by the students in learning English especially in listening that have features such as: Un Willingness, Avoiding and Control

- 'Unwillingness' means the symptoms of unwillingness in learning, it is caused someone feeling is not pleasant, anxiety, emotion that is not stable so that in this case anxiety influence adaptation in self individuals in learning English. In this case, individual like to choose in closing

participation frequency individual in learning English, so that we can not active in learning English especially in listening

- 'Avoiding' means symptom that causes someone often prevents him in learning. It caused by she/he has lack of knowing in learning especially in listening.
- 'Control' means how individual do self control toward her/him emotion that in appeared from individual interaction with her/him environment where they learning.

D. The Kinds of Anxiety

According to Freud in Gunarsa (1983) in Yanti (2005:11), there are two kinds of anxiety namely:

1. Objective anxiety. It is an emotional response toward external dangerous. This anxiety is almost same as fear and it can make the ability of people to overcome the resource is lost.
2. Neurotic anxiety. It is an emotional anxiety toward unawareness dangerous. Neurotic anxiety is based on experience.

E. The Factors Cause Anxiety

Students feel nervous and anxious is caused by many factors. According to Derajat (1990) in Fitri Herlinda, there are three factors that cause anxiety, namely:

1. Anxiety that come up caused by looking something and knowing that there is danger that threatens herself. Anxiety more refers to nervous because the resource is clear in her mine.

2. Anxiety feeling that seem in other forms such as worry or nervous that caused by something that unreal situation that influences them.
3. Someone that feels doing mistakes that opposite with her faithful causes anxiety.

In short, anxiety can be found from students because they can not adapt to the other and their environment. Students' anxiety has great influence to their English achievement, especially in listening because if they feel anxious to listen something or exercise, automatically the result of their listening will be low or bad.

Based on explanation described above, it is clear that anxiety influence activity of the students in learning especially in listening. If these cases can not be overcome early automatically, the students are failed in listening examination and will influence their score or unsatisfied result.

F. The Nature of Listening

Listening is an activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989: 1). According to Sinclair (1987: 849) listening means paying attention to someone who is talking or to a sound that you can hear.

To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. A speaker says: "You're late", may be wishing to convey anyone of a range of meanings: simply stating the fact that you have arrived late, or complaining

because he/ she has had to wait, or expressing surprise because he/she did not expect you to arrive late. So, what the speaker means is lying only partly in the words spoken and we as the listener must recognize and interpret the other factors which are used to convey the messages.

From definition above, it is clear that listening is very important for us. Because we are not only acquired to listen something/messages but also we should understand what the speaker conveys. No one knows exactly how listening works or how people learn to listen and understand. It is skill which seems to develop easily for mother tongue listening, but requires considerable effort where listening in a foreign language is concerned. There are many activities to improve listening. It is important for students because, they can familiarize with different vocabularies, speeds, accents, pronunciations, and even structures in different contexts. The activities are:

1. Listen to English pop songs
2. listen to TV news reports
3. Listen to English Films
4. Listen to TV programmers or videos
5. Listen the radio news

There are several factors influencing the students' anxiety in listening are stated as follows:

1. Lack of control over the speed at which speakers speak.
2. Not being able to get things repeated.
3. The listener's limited vocabulary.

4. Failure to recognize the 'signal'.
5. Problems of interpretation.
6. Established learning habits, and
7. Not self confident (Marry Underwood, 1989)

Based on explanation above and from the situation the researcher deals, when the students learn listening more in examination, they look like confused, cannot answer the question, misunderstand to answer.

G. The Teachers' Strategies in Decreasing Students' Anxiety

Teacher is a person who presents the material demanded to have good competence. So, it can be said that a teacher is one of the teaching components. Furthermore, Sudjana, (1991:1) stated that the teacher has central role which influences the result of teaching. Therefore, a teacher must be able to translate and explain the values of curriculum, and transform those values to the students in teaching and learning process.

Besides, the factor must be known by the teacher is the role of the teacher. Dealing with this point, Sudjana (1989:12) said that the learning process the teacher has role as play director and as an actor, it means that the teacher has task and responsibility to plan and implement the learning in the school (Salama :2007). Armstrong (1981) in Sudjana (1989:15) says that there are five tasks and responsibilities of the teacher, they are:

- a. Responsibility in teaching.
- b. Responsibility in giving guidance.
- c. Responsibility to develop the curriculum.

- d. Responsibility to develop the profession, and
- e. Responsibility to guidance the relation between societies.

According Brown, (1994: 151-152) said that there are four roles for the teachers play in the course of teaching. They are as mentioned follows:

1) The Teacher as Controller

English teacher is a controller during the teaching and learning process. He or she does not only what the students do, but also what they listen and what strategies form the use. In addition, a good controller will project hoe a technique proceeds, map out the initial input to students, specify direction to be given and gauge the timing of a technique.

2) The Teacher as Manager

In this case, the teacher is responsible for grouping the activities into lesson, and then, he or she allows the students to be creative within learning process, especially in listening.

3) The Teacher as Director

The teacher as director means she or he is as a conductor of an orchestra or director of drama. In other words, in teaching and learning process, it is a job for the teacher to keep this process flowing smoothly and efficiently.

4) The Teacher as Resources

The role of teacher as a resource means the students are allowed to come to the teacher during the teaching and learning process to ask some questions. In this case, it is responsible for the teacher to give advice and counsel to the students. In listening, the teacher has a role to provide experiences and activities in which

students can be successful. Underwood, (1989: 20) pointed the teacher's role in listening includes:

- Exposing students to a range of listening experience.
- Making listening purposeful for the students.
- Helping students understand what listening entails and how they might approach it, and
- Building up students' confidence in their own listening ability.

Oxford (1993) suggests that the climate of listening classroom should be non threatening and positive, and affective strategies, such as deep breathing, listening to music and positive affirmation , should be used to reduce anxiety before or during a listening activity.

According to the Yerkes-Dodson Law , (1991) to fully appreciate the potential of music to enhance L2 listening, it is necessary to briefly examine the issue of listening anxiety, high anxiety is detrimental to performance on difficult tasks. Since L2 listening is widely perceived as a difficult task by many Asian learners, and therefore provokes a high degree of anxiety, it follows that there is a great need for low-anxiety listening tasks that increase student's confidence and prospects for success. The field of music therapy has long utilized music as a way to reduce anxiety, as have many in the business and commercial worlds.

From explanation above, the researcher sees that music is one kind to reduce students' anxiety in listening beside progressive relaxation, deep breathing, or meditation and laughter. Because music can make the students relax and enjoy in classroom. Music can be traced back to the musicas of Ancient Greece, although

the Greek notion of music was much more inclusive than the present-day concept. Believed to be “an intimate union of melody, verse, and dance” (Dickinson, 1909, in Stansell, 2005). He pointed that almost everybody can interest and feel enjoy of being carried forward by the following of musical songs. Songs are very powerful tool to reach every corner of the society that barrier of race class and age. According to Chernow (2001:4747-4756) said that “rhythm is an easy way to memorize the word effectively when it is used consistently, sometimes, we hear a young child sings the 256 alphabets sequence, in fact, the rhythm influences the child. Song provides a means of learning new vocabularies in context and words learnt and rhythm can help the students relax and enjoy the activity by reciting singing and song and stimulate their interest”.

Based on those ideas describing the nature of the musical-linguistic connection, it could be argued that it is in the teaching of listening and speaking that music holds the greatest potential as a pedagogical tool in the EFL classroom. Then, anxiety is something makes the students very afraid of it, and if they are in listening class. Thus, to overcome this case, there are several strategies can be done by English teacher to decrease listening anxieties in classroom as follows:

1. The teacher can ask the students to deep breathing when starting listening class.
2. Before starting listening class, the teacher asks the students to listen to English music because it will make them to enjoy.
3. The teacher makes humor to students when starting listening class

4. To help students know what strategy to use, the teacher draws students' attention to the purpose of the listening (e.g. *this is for main ideas, so focus on key words only*).
5. The teacher makes the students to work together in pairs.
6. The teacher makes a brief class discussion to raise students' awareness in listening.
7. The teacher can stimulate the students by using games or watching movie before starting listening class.
8. The teacher writes the answer on the board at random, if the listening difficult and than the students select the answer from the board as they listen.
9. The teacher can replay the material when the students have problems in understanding the audio program, the teacher tries to establish where the problem lies. Then replay that segment only. [http// :www. Fltrp.com/newspk/download outlines/com](http://www.Fltrp.com/newspk/download outlines/com).

H. Relevant Research

As a matter of fact, there are some preliminary researches dealing with this study as the relevant research. One of them is conducted by Marlinda. It was carried out in 2006 in which her research focused on "The strategy of teaching Grammar by the teacher at the second year of MTs Al Ikhlas Sungai Rawa", this study focused on the teachers' strategy to develop in teaching especially in Grammar.

The similar research also was conducted by Dwi Marisa in 2006. Her research focused about “An Analysis Study on the Students’ Effort in Controlling their Anxiety in Learning Writing Course at the Six Semester at English department of Tarbiyah and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau”, she found out what strategies are done the students to controlling their Anxiety in learning writing course.

So, for this study; “The teachers’ strategies in decreasing students’ anxiety in listening class at the Second year of Islamic Boarding School of Islamic Centre Kampar”, the researcher focuses on the strategies that should be taken by English teachers to decrease students’ anxiety in listening especially in examination, and factors can influence students’ anxiety in listening. Because, listening is one of difficult subjects to be learnt by students at Islamic Centre of Boarding School.

I. Operational Concept

Operational concept is the concept used to give the explanation about the theoretical framework and as a main element to avoid misunderstanding in a scientific study, because it is still operated in an abstract form, it is absolutely necessary to be interpreted into particular words in order to make easy to be measured empirically. They are mentioned as seen in the following indicators:

1. The teacher asks the students to deep breathing, before starting listening class.
2. The teacher asks the students to listen to English music before starting listening class.
3. The teacher makes humor to students before listening class.

4. The teacher motivates the students that listening is easy.
5. The teacher asks the students to concentrate when the speakers' dialogue.
6. The teacher uses pre listening activities such as discussing topic ,or exploit the picture.
7. The teacher gives chance for students to ask question when they don't understand something.
8. The teacher makes the students work together in pairs.
9. The teacher reviews the previous materials, when the students have problems in understanding the audio program, and
10. The teacher motivates the students to develop listening ability by using watching movie.

CAPTHER III

RESEARCH METHODOLOGY

A. The Research Design

This research is descriptive Method, because it present fact and there is no treatments and manipulations. According to L.R Gay (2000:25) sates that survey research, collects numerical data to answer question about the current status of the subject of study It is significant to analyze the strategies of teachers in decreasing students' listening class anxiety at second year Islamic Boarding School of Islamic Centre Kampar.

B. Location and Time of the Research

The location of this research was conducted at Islamic Boarding School of Islamic Centre Kampar. This research was conducted from January 20 up to 03 March 2010.

C. Subject and Object of the Research

The subject of this research is the English teacher who is teaching at the second year students of Islamic Centre Boarding school Kampar. Meanwhile, the object is the teachers' strategies in decreasing students' listening class anxiety.

D. Population and Sample of the Research

The population of this research is all English teachers who are teaching at the second year students of Islamic Centre Boarding School of Kampar. There are two teachers existing in intended school. Thus, the researcher uses the total sampling data because the population is small.

TABLE III.1**Distribution of Population and Sample of the Research**

NO	NAME	EDUCATION	GRADUATION
1.	NURLAINI	S1	UNRI
2.	SRI WAHYUNI	S1	UIN

E. The Techniques of Collecting Data

To determine an appropriate research instrument, it is an important part before having research. In collecting the data, the researcher applies the techniques as follows:

1. Observation

This technique is used to have some data about the strategies of English teacher to decrease students' anxiety in listening.

2. Interview

It is used to attend further information and to complete the data needed and give some questions to English teachers as the sample, and some of the questions are dealing with teacher's strategy in decreasing anxiety in listening class, and to find out what are factors influencing teacher's strategies in decreasing students' anxiety in listening. Nazir (1988: 134) state that interviewer to interview. In this case the writer interviewed to teacher about "The teachers' strategies in decreasing students' in listening at Islamic boarding school kampar".

F. The Technique of Data Analysis

In order to get the individual score of teacher, the data are analyzed by using formula bellows:

$$P = \frac{F}{N} \times 100\%$$

Note : P = Percentage

F = Frequency of score

N = The total of score

To make the easy analysis and identified. it is very crucial to make the percentage scales as follows:

1. 76% - 100% = Good
2. 56% - 75% = Enough
3. 40% - 55% = Less
4. 0% - 40% = Bad (Arikunto, 1996:244)

CHAPTER IV

DATA ANALYSIS AND PRESENTATION

In this chapter, the researcher presents the data as the result of the research finding gained through the instruments. Hence, the researcher analyzes the data to find out the teacher's strategies in decreasing students' anxieties in listening at the second year students at Islamic Centre boarding school Kampar.

A. The Data Presentation

In this data presentation, the researcher presents the result of the research findings gained through the instrument. There are two instruments used by the researcher, the first is observation and the second is interview. Previously, it has been clearly mentioned that the objective of this research is to find out the English teacher's strategies in decreasing students' anxieties in listening at the second students Islamic Centre Kampar. Therefore, in collecting the data dealing with this study, the researcher uses observation and interview.

While, in the observation format, the researcher uses two alternative answers, they are "yes" and "no". "Yes" indicates the implemented activities; otherwise "No" indicates that activities are not implemented. Then, the researcher uses the interview to answer the question from the respondents. The researcher use tape recorder.

1. The Data Presentation of Observation

The data presented in this study become the result of observation toward the teacher's strategies in decreasing students' anxieties in listening. This observation

is held in five meetings. The result of observation can be seen in the following explanation as follows:

TABLE IV.1
**Recapitulation of Observation toward the Strategies of Teacher “A”
In Decreasing Students’ Anxieties in Listening Class**

No	Observation Items	F	P
1.	The teacher asks the students to deep breathing before starting listening	2	40%
2.	The teacher asks for the students to listen English music before starting listening	3	60%
3.	The teacher makes humor to the students before listening	3	60%
4.	The teacher applies the pre listening activities such discussing the topic or using the pictures	3	60%
5.	The teacher gives chance to students to give questions if they do not understand about something	3	60%
6.	The teacher makes the students to work together in pairs	2	40%
7.	The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentence)	3	60%
8.	The teacher asks the students to concentrate on speaker's dialogue	5	100%
9.	The teacher motivates the students to develop listening ability by using or watching movie	2	40%
10.	The teacher motivates the students that listening lesson is easy	2	40%
	TOTAL	28	560%

In other words, the English teacher “A” has implemented the aspects observed, as mentioned in the following points:

1. The teacher asks the students to deep breathing before starting listening, and it is with the percentages of 40%.
2. The teacher asks the students to listen English music before starting listening, and it is with the percentages of 60%.

3. The teacher makes humor to the students before listening. Its percentages are 60%.
4. The teacher applies pre-listening activities such discussing the topic or using the pictures, and its percentage is 60%.
5. The teacher gives chance to students if they do not understand about something. It is showed with the percentage of 60%.
6. The teacher makes the students to work together in pairs. It is 40%.
7. The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentence) and it is 60%.
8. The teacher asks the students to concentrate on speaker's dialogue. It is proved with the percentages of 100%.
9. The teacher motivates the students to develop listening ability by using or watching movie. 40% is the fact of this item practiced.
10. The teacher motivates the students that listening lesson is easy, and it is showed with the percentage of 40%.

b. The Observation Result of English Teacher “B” dealing with the Strategies in Decreasing Students’ Anxieties in Listening Class

TABLE IV.2
Recapitulation of Observation toward the Strategies of Teacher “B”
In Decreasing Students’ Anxieties in Listening Class

No	Observation Items	F	P
1.	The teacher asks the students to deep breathing before starting listening	1	20%
2.	The teacher asks the students to listen English music before starting listening	2	40%
3.	The teacher makes humor to the students before listening	2	40%
4.	The teacher applies pre-listening activities such as discuss the topic or using the pictures	3	60%
5.	The teacher gives chance to students if they do not understand about something	2	40%
6.	The teacher makes the students to work together in pairs	3	60%
7.	The teacher reviews the material when the students have problems in understanding the audio program (e.g. don’t understand the sentence)	5	100%
8.	The teacher asks the students to concentrate when the speaker’s dialogue	4	80%
9.	The teacher motivates the students to develop listening ability by using watching movie	2	40%
10.	The teacher motivates the students that listening lesson is easy	2	40%
	TOTAL	26	520%

In other words, the English teacher “A” has implemented the aspects re observed, as follows:

1. The teacher asks the students to deep breathing before starting listening (40%).
2. The teacher asks the students to listen English music before starting listening (40%).
3. The teacher makes humor to the students before listening (40%)

4. The teacher applies pre-listening activities such as discussing the topic or using the pictures (60%).
5. The teacher gives chance to students if they do not understand about something (60%).
6. The teacher makes the students to work together in pairs (60%).
7. The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentence) (100%).
8. The teacher asks the students to concentrate on speaker's dialogue (80%)
9. The teacher motivates the students to develop listening ability by watching movie (40%).
10. The teacher motivates the students that listening lesson is easy (40%).

TABLE IV.3

The Recapitulation of the Strategies of Teacher "A" and "B" in decreasing Students' Anxieties in Listening

TEACHER	YES		NO		NUMBER	P
	F	P	F	P		
A	28	56%	22	40%	50	100%
B	26	52%	24	37%	50	100%
TOTAL	54	54.00%	46	46.00%	100	100%

After observation the writer has also asked two English teachers dealing with the problem faced by the English teacher in implementing the strategies in decreasing students' anxiety in listening class. The explanations are as follows:

1. What your preparation before starting listening class?

Based on interview result, the teachers have some answer about their preparation before starting listening class: before starting listening class I prepare my material as like as the text reading.

2. How the class situation when starting listening?

Teacher "A" said the class situation when starting class is very attention and not noise, but teacher "B" said: my class is little busy but, some minute later they concentrate to listening.

3. How do you teach your material in the listening class?

Teacher "A" said: I read the text reading, my students listening carefully and then fill in the blank. Teacher "B" said : I use the cassette, then the student answer question from it.

4. Do use various strategies to decrease their anxiety in listening class?

Some time yes, I use tape recorder and cassette. Teacher "B" said: she use various strategy for example she makes funny story, listening music etc.

5. What are advantages of the strategy that you have been applied in listening class?

They have some answer, advantages of strategy make students more easy to explain material and make the students enjoy.

6. What are the factors that influence English teacher to apply strategy in listening class?

The teachers have some question about this problem they said: the lack of students' motivation in listening class.

7. Do your students make noise when starting listening?

Teacher “A” said: no, they don’t but teacher “B” said they are noise when starting listening class

8. Do you have difficulties in listening class?

Ye , I do because my students is poor vocabulary, teacher :B” said sometimes I have difficult in listening class

9. As far as you know, do your students understand about lesson that you have been explained in listening class?

Teacher “A” said: if the students attention my explanation, so they can understand, teacher B said most of they understand about my material

10. Do you give motivation for your students when they are confused about the material in listening class?

The teachers have some answer they said: they always give motivation to our students, and they say to them to enrich a their vocabulary, and don’t afraid with English lesson.

B. The Data Analysis

Data analysis means to analyze the result of research through observation and interview. The researcher uses the descriptive technique to analyze the data. Descriptive technique is divided into some categories. Firstly, qualitative data described by giving words or sentences. Secondly, quantitative data used by determining the percentage or digital numbers.

In order to find out the category of the strategies done by English teacher in decreasing students’ anxieties in listening, the researcher presents its classification of the percentage as follows:

1. 76% - 100% = Very Good

2. 56% - 75% = Enough

3. 40% - 55% = Less

4. Less than 40% = Bad

To get the intended data of the research, the formula used in this research is as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency of score

N = The total of score

Referring to the first formulation of the problems that is what the strategies of teacher in decreasing students' anxieties in listening class, the data analysis can be seen in the following table:

TABLE IV. 4

**The Recapitulation of the Teacher's Strategies
in decreasing students' Anxieties in Listening**

The table aspects	Yes		No		NUMBER	P
	F	P	F	P		
1	3	30%	7	60%	10	100%
2	5	50%	5	50%	10	100%
3	6	60%	4	40%	10	100%
4	6	60%	4	40%	10	100%
5	5	50%	5	50%	10	100%
6	5	50%	5	50%	10	100%
7	8	80%	2	20%	10	100%
8	9	90%	1	10%	10	100%
9	4	40%	6	60%	10	100%
10	4	40%	6	60%	10	100%
TOTAL	54	54.00%	46	46.00%	100	100%

The table above shows that the teacher's strategies in 1st, 2nd, 3rd, 4th, and 5th observation are as follows:

1. The teacher asks the students to deep breathing before starting listening, the result is 30%.
2. The teacher asks the students to listen English music before starting listening and the result is 50%.
3. The teacher makes humor before listening. It is 60%.
4. The teacher applies pre-listening activities such as discuss the topic or using the pictures. It is 60%.
5. The teacher gives chance to students if they do not understand about something. It is 50%.
6. The teacher makes the students to work together in pairs and the result is 50%.
7. The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentence), and it is 80%.
8. The teacher asks the students to concentrate on speaker's dialogue, and it is 70%.
9. The teacher motivates the students to develop listening ability by using or watching movie, and the result is 40%.
10. The teacher motivate the students that listening lesson is easy, and the result is 40%

From the table, the researcher concludes that there are some strategies implemented well by English teacher, as stated in the following points:

1. The teacher applies pre-listening activities such as discussing the topic or using the pictures.
2. The teacher makes humor to the students before listening.
3. The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentences).
4. The teacher ask the students to concentrate on speaker's dialogue.

While, there are some strategies are not implemented well, as seen as follows:

1. The teacher asks the students to deep breathing before starting listening.
2. The teacher motivates the students to develop listening ability by using or watching movie.
3. The teacher motivates the students that listening lesson is easy.
4. The teacher asks the students to listen English music before starting listening.
5. The teacher gives chance to students if they do not understand about something.
6. The teacher makes the students to work together in pairs.

To find out the teacher's strategies in decreasing students' anxieties in listening, they can be seen in the following table:

TABLE IV.5

**The Recapitulation of the Strategies of Teacher “A” and “B”
in Decreasing Students’ Anxieties in Listening**

TEACHER	YES		NO		NUMBER	P
	F	P	F	P		
A	28	56%	22	40%	50	100%
B	26	52%	24	37%	50	100%
TOTAL	54	54.00%	46	46.00%	100	100%

The table above shows that the strategies English teacher “A” in 1st, 2nd, 3rd, 4th, and 5th observation is 56%, and the strategies of English teacher “B” is 52%. While, the recapitulation of the English teacher “A” and “B” in decreasing students’ anxieties in listening at the second year of Islamic Centre Boarding School can be analyzed by using the formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of score

N = Total of score

The total of “Yes” = $P = 54/100 \times 100\% = 54.00\%$

The total of “No” = $P = 46/100 \times 100\% = 46.00\%$

By using this formula, it is found that the percentage of the English teacher’s strategies in decreasing students’ anxieties n listening is 54.00%. and it is classified into “less”.

Based on recapitulation above, the researcher could make conclusion that the teachers’ strategies in decreasing student’s anxiety in listening are not implemented well so they cannot help their students to decrease their anxieties.

C. The Factor that Influence the English Teachers in Applying Strategies in Decreasing Students' Anxiety in Listening

As we know, there are many factors that influence English teachers in applying strategy in decreasing students' anxiety in listening, likes : Internal factor and External factor.

Internal factor come from the students themselves that consist of the organ of the body, intelligence, attitude, interest talent, readiness and motivation and external factors consist of social environment such as: family, equipment, and atmosphere (Slameto, 1995:54 in Marlinda :2006)

After doing observation the writer asked the English teacher directly concerning the factor that influence in implementing the teacher strategies in decreasing students' anxiety in listening class at the second year of Islamic boarding school of Islamic centre Kampar.

There are some factors that influence English teachers in decreasing students' anxiety in listening in this school such as: the teacher, the students and the school facilities were found to be the major cause for the imperfect implementation of English teaching and learning active in MA Islamic centre Kampar, as follows:

a) The Teacher

Based on the data analyze , it is clear that English teacher in teaching in learning activities using various strategy in decreasing student's anxiety in listening are not implemented well

b) The Student

The data from observation and interview indicated that the students still nervous when starting listening because listening is difficult lesson and make the student no desired to learn the language

c) The Facility

Facility is one of the supports to get successful achievement in Education: such as: lab library, etc it is difficult for teacher to present the student's lesson if facilities are not provided.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the research that has been conducted toward the teacher's strategies in decreasing students' anxieties in Listening at the second year of Islamic Centre Boarding School, the researcher would like to draw some conclusions from what had been discussed in the previous chapter and recommended some suggestions related to the teacher's strategies in decreasing students' anxieties in listening at the second year students of Islamic Centre Boarding School.

A. Conclusion

This research is intended to find out the teacher's strategies in decreasing students' anxieties in listening class at the second year of students Islamic centre boarding school of Islamic centre kampar. The writer has conducted a research by using two instruments; interview and observatioaqn.

Based on the observation findings, the researcher concludes that the teacher's strategies in decreasing students' anxieties in listening class are classified into "less". It is based on the recapitulation of the whole percentage (54.00%) which indicates the teacher's strategies. While the some strategies implemented by the English teachers at the classroom as follows:

1. The teacher applies pre-listening activities such as discussing the topic or using the pictures.
2. The teacher makes humor to the students before listening.

1. The teacher reviews the material when the students have problems in understanding the audio program (e.g. don't understand the sentences).
2. The teacher ask the students to concentrate on speaker's dialogue.

While, there are some strategies are not implemented well, as seen as follows:

- 1.The teacher asks the students to deep breathing before starting listening.
- 2.The teacher motivates the students to develop listening ability by using or watching movie.
- 3.The teacher motivates the students that listening lesson is easy.
- 4.The teacher asks the students to listen English music before starting listening.
- 5.The teacher gives chance to students if they do not understand about something.
- 6.The teacher makes the students to work together in pairs.

Even though they have some strategies but in fact they cannot decrease their students' anxiety toward listening. Thus teachers' strategies do not still maximal yet decrease students' anxieties.

Based on interview result, the researcher can draw conclusion that there are may factors that influence English teachers in applying strategy in decreasing students' anxiety in listening, likes :

1. Internal factor : factor come from the students themselves that consist of the organ of the body, intelligence, attitude, interest talent, readiness and motivation

2. External factor: consist of social environment such as: family, equipment, and atmosphere

B. Suggestion

Based on research has been conducted toward the English teacher's strategies in decreasing students' anxieties in listening at the second year students of Islamic Centre kampar, it is recommended that some suggestions related to English teachers' strategies in decreasing students' anxieties in listening class at second year of islamic Centre boarding school, as follows:

1. Teachers should conduct classroom teaching as much in English as possible and encourage students to participate in all kinds of extracurricular activities in English, ask them to watch TV programs in English and listen to English broadcast on the radio, and join an English club and organize "English corner" activities. So, students can have more chance to practice their English.
2. Teachers should encourage the students to keep on practicing, and they will have good habits of listening. By practicing more, they will strengthen their language feeling, improve the integrating competence in using English and raise communicative efficiency.
3. Teachers should choose interesting and appropriate listening materials, and the students will be interested in listening. And appropriate listening materials help students overcome anxiety and build up self-confidence.

4. Teachers should train the students to develop listening skills contributes to improving the students' listening comprehension to overcome anxiety and build up self-confidence.
5. For students must be advice to listening about English lesson, such as watching TV, music etc. and have good attitude about English lesson especially in listening.

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CURRICULUM VITAE

INDRA YENI, lahir pada tanggal 20 Agustus 1987 di Pekanbaru. Dan merupakan anak ke enam dari pasangan suami istri Arsyad (Alm) dan Misrina . Pendidikan formal 1994-2000 SDN 021 Karya Indah kec. Tapung Kab Kampar. Dan meneruskan pendidikan di pondok pesantren Islamic Centre Al- Hidayah Kampar 2000-2003 MTS, dan 2003-2006 MA Islamic Centre Al-Hidayah, pada tahun 2006 meneruskan pendidikan ke jenjang perguruan tinggi di Universitas Islam Negeri Sultan Syarif Kasim Riau-Pekanbaru pada fakultas Tarbiyah dan Keguruan dengan jurusan Pendidikan Bahasa Inggris (PBI) Strata Satu (S1).

Pada tahun 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan Gelar Sarjana Pendidikan (S.Pd) dengan judul karya ilmiah *"The Teachers' Strategies in Decreasing Students' Anxieties in Listening Class at the Second Year of Islamic Boarding School Islamic Centre Kampar"*.