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CHAPTER I INTRODUCTION

I.1 Background of the problem

Nowadays, English becomes more important in many fields, particularly in transferring science, technology, trades, politics, businesses, etc. It is used not only by native speakers but also by non-native speakers to communicate with each other. Many experts divided language into four forms of language skills. These include listening, reading, speaking and writing. Brown (2007) Clarify that “For more than six decades now, research and practice in English language teaching has identified the four skills; listening, speaking, reading, and writing as the paramount importance in English language teaching.”

Listening is one of the important skills in learning language, besides speaking, reading, and writing skill. Listening is one of the ways to get information. Brown (1990:148) states that listening is an activity to put the information they have heard. It means listening is an important skill for students especially in teaching and learning process. Through listening they get knowledge whether electronic media or people. Most of their time is used to sit in the class and listen to their teacher or friend. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in.



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Listening has been defined as an active and interactional process in which a listener receives a speech consisting of sounds and tries to connect meaning with the spoken words as a way to understand the message of a speaker in order to respond effectively or interaction. On the one hand, Landa and Santos (2003) define listening comprehension is the receptive skill of being able to understand the oral message that people produce and transmit. They remark the necessity of attention and concentration to understand that message.

Listening implies and requires comprehension of speakers' intended messages rather than just hearing sounds. Howatt and Dakin (1964) put forward that a listener needs to have some knowledge of certain components of language such as phonology, phonetics, syntax and semantics. For this reason, listening seems to be the most difficult language skill learners can deal with since its development is slow, distressing and stressing, affecting students' learning, motivation, anxiety, and confidence.

Buck (2000, 55) argues "Listening comprehension is involved comprehending the component of social action (conversational listening), listening for information, academic listening (lectures), listening for pleasure (radio, movies, television)." Many efforts are needed to develop listening comprehension. The students have difficulties to comprehend the native speaker words. The students are far from what they are expected in listening comprehension. The aim of listening comprehension is understand the native conversation at normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the

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listening source (Goss, 1982) in Buck (2000) adds, “however, that there is a difference in emphasis. According to him, problems in native-language listening are often due to distraction, disinterest or thinking about something else, whereas in second-language listening, in addition to these factors, more problems arise due to insufficient knowledge of the language system and lack of knowledge of the socio-cultural content of the message”.

Listening becomes one of the core subjects In English Study Program at Islamic University of Riau. Students get Interpretative listening, Academic listening, and listening comprehension subjects. In the other words, English Study Program at Islamic University of Riau facilitated the student to get good listening comprehension. The listening materials which have to be taught to the students consist of understanding of English conversations and monologue texts in academic purposes. In listening English conversation, the students have to recognize the vocabulary used in the conversational topics, recognize the meaning of the word based its context, recognize the main idea and the information from the dialog, and etc. Then, in listening monologue texts, the students have to identify the purpose and scope of lecture, identify the general and specific information from the lecture, identify the meaning of the words, and etc. In this case, the students have to have good listening comprehension to those materials.

Learning listening is difficult to most of Indonesian students including English Study Program at Islamic University of Riau students. Based on preliminary study observation and interview to the listening lecturers which is conducted on 6th January 2017, it was found that the students still had difficulties



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to comprehend the native speaker conversations. According to their lecturers, they could not get the specific information from the native speaker's conversations. They also could not comprehend the lecture in academic situation which was given by native speaker. They could get the general and specific information from the spoken text. Even the students have the listening subjects in three semesters, they still have problem in listening comprehension. In fact, the students still have difficulties in comprehending the native speaker conversation and spoken text. They failed to determine the meaning of the word based on context, the specific information, the dialog take place, the imply meaning of the speaker in comprehending the native speaker's dialog. They also failed to find the main idea and topic, the general and specific information.

The problem in listening comprehension is caused of various factors. According to Teng (2002), there are two factors that influence listening comprehension, the internal factor and the external factor. Internal factor indicates the inside factor of the listener, for example psychology factor such as motivation, prior knowledge, self-confidence, attitude, listening anxiety, listening strategy, concentration, etc. The external factor represents the factor outside of the listener, for example the speaker, stimulus, and context. Young (1992) stated that poor listening ability results from many factors, such as insufficient emphasis on listening, immature teaching methodologies, ineffective listening strategies, and students' lack of vocabulary, but the increasingly important one is anxiety. It plays a very important role because the anticipation of foreign language use in receiving information can provoke anxiety.

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Various research studies on study have identified several factors which should be taken into account in understanding how learners attempt to learn a second language Vandergrift (1999) claims “Listening strategy development is important for listening comprehension because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.” Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. O’Malley *et al.* (1989) and Vandergrift (1997) revealed differences at strategy use across listening comprehension abilities. The more proficient listener had a wider range of strategy use and interacted with metacognitive strategies, cognitive strategies, and social strategy to facilitate effective listening comprehension or to make coherent meaning of a spoken text.

Thompson and Rubin (1996) examined the effects of metacognitive and cognitive strategy instruction on the listening performance of university students learning Russian. The result was the students were taught by using strategy get higher score compare the students were not. The same result also found by Ozeki (2000) who investigated the effects of listening strategy for EFL college students in Japan. The results showed that the experimental group overall reported using strategies more frequently gained the higher score. Carrier (2003) conducted listening strategy instruction with a small group of ESL high school students. The results of listening pre-test and post-test showed that students had significantly improved their listening performance

On the other hand, students are exposed to English in their classroom.

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They may become anxious in the language classroom due to various reasons, such as worrying about negative evaluations from their teachers and their classmates. Anxiety is one of the major factors affecting language learning. More specifically, listening as a demanding task for second language learners is the main source of anxiety for them (Vandergrift, 2007.) Anxiety may become a personal trait that negatively influences the acquiring and learning of a language. In real life, the degree of anxiety differs from one learner to another. Usually those who suffer high levels of anxiety may suffer in their learning of the language. In comparison, the opposite may also be true for some other language learners. Instead they may be motivated or driven by anxiety to work harder or repeat the attempt in the learning task till they can achieve success.

Gonen (2009) stated that learners may feel anxious while listening in the target language due to many factors such as the authenticity of the listening text, incomprehensibility of the listening material and some external environmental factors like noise and inaudibility. According to Dunkel (1991), why many students complain about the difficulties of listening in FL may also depend on feelings of inadequacies or lack of confidence. Other variables were identified by Vogely (1998), who looked at sources of listening anxiety among learners of Spanish at an American university, as reported by the students themselves. Half of their responses focused on the characteristics of the input (nature of the speech, level of difficulty, lack of clarity, lack of visual support, and lack of repetition) as being a major source of anxiety.

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Isrokah (2016) stated that there is a significant influence between listening anxiety and listening comprehension between ten grade students of MAN 2 Palembang. More over Ashar and Anzafi (2014) stated that there is a correlation between listening anxiety and listening comprehension of Iranian EFL learners. Iranian low-anxious IELTS learners performed better in their listening comprehension test than their high-anxious counterparts.

Gonen (2009) stated that there was an influence of listening strategies and listening anxiety during listening comprehension in the Egyptian students. Anxiety is an obstacle for effective listening and then the ways to overcome such anxiety is important for FL educators and learners. Moreover, Golchi (2012) explored listening anxiety, listening strategy use and listening comprehension among Iranian learners. The result revealed that listening anxiety had negative correlation with listening comprehension and listening strategy use. Accordingly, Kassem (2015) claims a study aimed to investigate the listening comprehension strategies that Egyptian EFL learners use more frequently when they listen to English material. The study also explored the relationship between EFL learners' listening strategy use, and their listening comprehension and self-efficacy variables like anxiety plays a significant role in listening comprehension. The use of effective listening strategies may help learners gain self-confidence in their listening ability.

From the problem and expert opinions above, it is necessary to conduct a research entitled ***“The influence of listening strategy and listening anxiety***

on the students' listening comprehension at *English Study Program at Islamic University of Riau.*”

I.2. Statement of Problem

Based on the problems mentioned at the background, the problems dealing with students' listening comprehension were found based on the preliminary study at English Study student of Islamic Riau University. The students got difficulties in comprehending the spoken text in academic lectures. Students had difficulties to understand the information of native speaker recorded voice whether as format conversation or oral text. The students also could not recognize exact word of spoken text. The students could not identify the purpose or information which was delivered by the native speaker recorded voice.

The students were not able to get the specific information from the native speaker's conversations. They also were not able to comprehend the lecture in academic situation which was given by native speaker. They failed to get the general and specific information from the academic lecture. The students also got difficulties in comprehending the native speaker conversation and spoken text. They failed to determine the meaning of the word based on context, the specific information, the dialog take place, the imply meaning of the speaker in comprehending the native speaker's dialog. They also failed to find the main idea and topic, the general and specific information, and identify references in oral text.

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Based on the problems mentioned, some questions are needed to be addressed what factors cause the students achieve unsatisfied listening comprehension scores?

Young (1992) stated that poor listening ability results from many factors, such as the students do not focus during on listening process, teaching methodologies, the student do not use accurate listening strategies, and students have limited vocabulary, but the increasingly important one is anxiety.

Nakata (1999) studied the influence of listening strategy on Japanese EFL learners 'listening competence, and it showed that the effect of listening strategy training was adequate on comprehension listening comprehension, especially for those students who received low scores on the listening test.

Christenberry (2003) underlines the problematic nature of listening and asserts that it is an incredibly difficult area to teach properly; thus, it is more likely to cause anxiety. Furthermore, Vogely (1999) clearly emphasizes that one of the most ignored but potentially one of the most debilitating types of anxiety is the anxiety accompanying listening comprehension.

1.3. The Limitations of the Problem

This research investigates the influence of listening strategy and listening anxiety toward the students listening comprehension at English study program in Islamic university of Riau.

The students got difficulties in comprehending the spoken text in academic lectures. Students had difficulties to understand the information of native speaker

recorded voice whether as format conversation or oral text. The students also could not recognize exact word of spoken text. The students could not identify the purpose or information which was delivered by the native speaker recorded voice. It is need to find what factors which influence the listening comprehension. Teng (2002) stated the factors that influence listening comprehension are the internal factor internal of the listener which is related to psychologies factors such as motivation, prior knowledge, self-confidence, attitude, listening anxiety, listening strategy, concentration, etc. The listening strategies and listening anxiety are the strong factor which the teacher and students paid attention. There are many kinds of listening strategies. According to Oxford (1990) there are two general types of listening strategies: direct strategies and indirect strategies. Direct listening strategies are divided into three subcategories: Memory, Cognitive and Compensation Strategies. The second group of strategies, that is, indirect listening strategies, consists of three subcategories: Metacognitive, Affective, and Social Strategies. These strategies have proved by many investigations and researches have influence on the students listening comprehension.

Another factor which is adequate to influence listening comprehension is listening anxiety. Kim (2000) conducted a more detailed study on the causes of anxiety. He used four different types of listening materials and four test formats to elicit students' discomfort. At the end, he had an interview with all of the participants separately. The discomfort causes in this study were divided into three categories: characteristics of the text, personal characteristics, and process related characteristics. Among text related characteristics pronunciation,

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intonation, speed, the length of the listening text, and difficulty level of vocabulary were among the most noticeable text related factors. Text related characteristics might impede listeners' input receiving and in taking, too. Another cause of anxiety was related to personal characteristics of the listeners. Many students feel anxious and stressed while listening to different types of listening materials especially when they don't have sufficient background knowledge or the schemata related to the specific topic in listening comprehension materials. Anxiety has been classified from different vantage points. According to the source of anxiety, the degree of anxiety, it can be divided into low degree, medium degree, and high degree anxiety

1.4. The purpose and the Objective of the Study

The purpose of this study was to find out the influence of listening strategy and listening anxiety on the students listening comprehension at English study program in Islamic University of Riau.

Specifically, the study is done to fulfil the objectives that can be stated as follows:

- I.4.1. To investigate the level of the students' listening comprehension at English study program in Islamic University of Riau.
- I.4.2. To investigate the kinds of students' listening strategies which is more dominant at English study program in Islamic University of Riau.
- I.4.3. To investigate the level of students' anxiety at listening comprehension at English study program in Islamic University of Riau.
- I.4.4. To investigate the influence of listening strategy on the students' listening comprehension at English study program in Islamic University of Riau.

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I.4.5. To investigate the influence of listening anxiety on students' listening comprehension at English study program in Islamic University of Riau.

I.4.6. To investigate the influence of listening strategy and listening anxiety on the students' listening comprehension at English study program in Islamic University of Riau.

I.5. Research Questions

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

I.5.1 what is the level of the students' listening comprehension at English study program in Islamic University of Riau?

I.5.2. What are the kinds of Students' listening strategies which is more dominant at English study program in Islamic University of Riau?

I.5.3. What are the level of students' anxiety at listening comprehension at English study program in Islamic University of Riau?

I.5.4. Is there any significant influence of listening strategy on students' listening comprehension at English study program in Islamic University of Riau?

I.5.5. Is there any significant influence of listening anxiety on students' listening comprehension at English study program in Islamic University of Riau?

I.5.6. Is there any significant influence of listening strategy and listening anxiety on students' listening comprehension at English study program in Islamic University of Riau?

I.6. Significant of the study

The results of this study were expected to give advantages for students, listening lectures, University and the stake holder. The students can get information about the influence of students' listening strategy students' listening anxiety toward listening

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comprehension. The information will make the students can more sensitive about their own listening anxiety and they will try to eliminate it. The students also can more pay attention on the importance of train their listening strategy. So, they can use the information to improve their listening comprehension in the future.

The listening lectures would get information about the view about the students' listening comprehension and its factors especially at English study program in Islamic University of Riau. The lecture will get the information about the influence of students' listening strategy and students' listening strategy toward the students' listening comprehension. So, the lecture should facilitate the student to decrease their listening anxiety. The lecture also should train the students to use various the listening comprehension strategies.

The University and stake holder and would get information about the influence of students' listening strategy and students' listening anxiety toward listening comprehension. So, both of them can consider the students' listening strategy students' listening anxiety factors before designing and deciding the student's listening curriculum in the university level.

I.7. Rationale of the Study

Listening anxiety is one of the obstacles in listening comprehension. By Knowing about the students' earlier will be pilot for the teacher in arranging their teaching, so that, the listening comprehension can be reached easier by the students.

Fang xu (2011) states "When anxiety is present in the classroom, there are psychological effects. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used for memory and processing on a type of



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thinking which in no way facilitates the task at hand". (Eysenck 1979) stated although it is a major obstacle to language learning, anxiety can be reduced. The anxiety that accompanies the Listening Comprehension task is the one that is most easily ignored. Listening Comprehension is more often treated as a passive skill that will "happen" during the regular classroom activities. Listening anxiety can undermine speech production because, in order to interact verbally, the listener must first understand what is being said. Therefore, Listening anxiety should not be ignored, but actively addressed.

Moreover, Anxiety is often associated with fear, frustration, and negative feeling in learning. According to Chastain (1979), since listening is a complex skill, students have the fear of understanding the message and interpreting it correctly. Why many students complain about the difficulties of listening in a FL may also depend on feelings of inadequacy or lack of confidence (Dunkel, 1991). Likewise, FL listening anxiety might hamper foreign language learning and as a result may cause tension while listening in FL. Christenberry (2003) underlines the problematic nature of listening and asserts that it is an incredibly difficult area to teach properly; thus, it is more likely to cause anxiety. Furthermore, Vogely (1999) clearly the anxiety influence listening comprehension.

Both of the listening strategy and listening comprehension influences the students listening comprehension. The studies conducted by Chang (2008b) and Gonen (2009) examined that when there is anxiety increase in FL listening anxiety, FL listening strategy use decreases. Vogel's (1998) research also suggested that the use of listening strategies could help relieve student anxiety toward a listening comprehension activity.

1.8 Definition of the Key terms

To get the readers' understanding about the terms, the researcher explains the terms as follow:

1) Listening comprehension

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Listening comprehension is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Howatt and Dakin (1999,9)

2. Listening Strategy

Listening strategy are specific plans, actions, behaviors, steps or techniques that individual learners use to learn and/or improve their English listening skills. Vandergrift (1999)

3. Listening anxiety

Listening anxiety defines the feelings of fear and nervousness are intimately connected to the cognitive side while listening. It also includes worry feeling in listening process. Eysenck (1979)

4. Influence

Influence is the strength of the conclusion about group difference or about relationship among variable in a quantitative study. Creswell (2008, 689)