

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Nature of Listening

Listening has various definitions as stated by linguists. The Listening is a very complex skill. Language knowledge is needed in listening process. According to Pierce (1988:13), listening is the active process of perceiving and constructing message from the stream of sound not the passive process. It depends on what someone knows about the phonological, grammatical, lexical, and cultural system of language. Furthermore, the listening is the ability to get information from what speaker says. The listening skill is also related to the ability to understand the meaning of words, pronunciation, and the structures of language. Yagang (1993: 16) states that listening is the ability to identify and understand what others are saying. This involves understanding a speakers' accent or pronunciation, his grammar and his vocabulary and grasping his meaning. This skill does not only contribute to the improvement of English, but also to operate the ability to listen to the teacher who teaches English.

Moreover, the listening itself is the process to receive the information and later on the listener can give appropriate responds. The listener not only gets the information but also can recognize the feeling of the speaker and show his/her empathy. Rost (2002) defines listening as a process of receiving what the speakers actually say, constructing and representing meaning, negotiating meaning with the speaker and responding and creating meaning through involvement, imagination and empathy. It means the listener should be active and creative in understanding

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a topic. He/she should be able to receive process and represent the message from the speaker. The listener must not have wrong interpretation about the message received. If a listener has good ability in listening, he/she should able to respond the speaker's statement.

The listening activity provides the knowledge building process. The listening supports the speaking ability, and all the language skills. Nation & Newton (2008, 38) state "listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills."

Listening is show as the parallel models. There are many processes which are connected one to others. Rost (2002) defines listening in a much broader sense in terms of subsequent, overlapping or parallel orientations. According to his model, the process of listening comprehension comprises receptive orientation (receiving what the speaker actually says), constructive orientation (constructing and representing meaning), collaborative orientation (negotiating meaning with the speaker and responding), and transformative orientation (creating meaning through involvement, imagination and empathy). This concept is much broader in the sense that it attempts to model both of what Dunkel (1991) calls participatory and no participatory listening; the first term is characterized by the listener having "the opportunity to seek clarification or modification of the discourse from the

speaker” (Dunkel 1991), whereas the latter does not allow for aural-oral interaction during the input.

## II.2. Listening Comprehension

One of the aspects of listening that a listener should concern about is comprehension. Listening comprehension is not only related to the language and culture aspects, but also related to the physiology aspect. Hornby (1986:81) defines that comprehension is the mind’s act of power of understanding. Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. In listening comprehension, the listener not only has to hear the topic without catching the idea. The listener has to understand fully the topic in order to identify the idea. Then, the listener, the speaker and the idea have close connection because listening requires not just hearing but also thinking.

Listening comprehension is divided into several types. Rixon (1986: 67) finds that there are two types of listening comprehension: extensive and intensive listening. In extensive listening allows the students to listen for pleasure or interest without having to make a great effort to overcome linguistics difficulties and those in which they need to pay more attention to content and language. In this type, they are not asked to do language work on what they hear but have the satisfaction of an almost complete, direct understand of something worth to hear, for instance: listening to a short poem, joke or stories. In contrast, in intensive

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listening, the students are asked to listen to a passage with the aim of collecting and organizing the information. It also contains more concrete information that may be quite densely packed and often it is not easy for the students to understand of first hearing. The aim of this listening is to give a challenge, to allow them to develop listening skill or knowledge of language through the efforts they make, guided by exercises or activities relate to the passage.

Since what a language learner hears or listens may function as input for learning, comprehension may serve as a basis for the learning of a new form of language, or a new use of a familiar form: Krashen in Anderson and Lynch (1988:52) explains:

“... comprehension may be at the heart of the language acquisition process: perhaps we acquire by understanding language that is “a little beyond’ our current level of competence. This is done with the aid of extra-linguistic context and our knowledge of the world.”

The listening consists of several principal sources. Widdowson in Anderson and Lynch (1988:62) states that the two principal sources of information consist in the process of comprehension: (1) systematic or linguistic knowledge (knowledge of phonological, syntactic, and semantic component of the language system), and (2) schematic or non-linguistic information.

After that, Morley (1991: 90) states that, “listening comprehension is an act of information processing in which the listener is involved in two – way

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communication, one-way communication or self-dialogue communication”. It means that listening comprehension is a process when the listener can respond appropriately to the speaker in two-way communication, respond by talking to himself in one-way communication, and respond to himself in self-dialogue communication.

Therefore, Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Byrne in Vandergrift (2002:92) explains when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message. Then, Rost (2002: 59) emphasizes that comprehension is the only goal of listening. He also points out that, “Comprehension is the integration of the information conveyed by the text with information and concepts already known by the listener (Rost: 2002, 60).” It means listening comprehension is a mental process of processing spoken information and constructing meaning from the spoken information by connecting it to the listeners’ background knowledge.

In addition, the listening has several types. Brown (2004: 120-121) identifies types of listening performance into: a) Intensive: listening for perception of the components, such as phonemes, words, intonation, discourse markers, etc. of a larger stretch of language. b) Responsive: listening to relatively short stretch

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of language, such as greeting, questions, command, comprehension check, etc. in order to make equally short response. c) Selective: processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. d) Extensive: listening to develop a global understanding of spoken language. Listening for gist, the main idea, and making inferences.

According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. For many ESL/EFL learners, listening is the thing they feel most frustrated with. On the one hand, they can't control the speed of speech and they tend to have difficulties decoding sounds that don't exist in their mother tongue.

In short, listening comprehension is a mental process of reconstructing meaning from the spoken input. The process includes forming structure and activating the listeners' background knowledge. Moreover, based on the description, the writer indicates the components of listening comprehension that should be mastered by the students, they are understanding the topic, identifying the speakers, understanding supporting details, identifying the setting, and making inference.

### II.3. Listening Strategies

(Nation, 1978) in Nation & Newton (2008,44) has already described listening strategy is a way of guiding early listening and for developing the

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listening skill. Listening strategies are mental processes that language learners are involved in order to understand the oral texts (Vandergrift, 1999). These mental processes include selecting input, constructing meaning and relating existing knowledge to performing tasks (O'Malley et al., 1989; Rost, 2002). In addition, learners are not passively receiving input while listening, rather, they need to actively choose, employ and evaluate their listening strategy use to achieve successful comprehension (Rubin, 1995). Over the past decade, research on L2/FL learners' listening strategies in a variety inform language teaching with a better understanding of what listening strategies have been used during listening tasks, and the differences in strategy use between effective and ineffective learners (e.g., Goh, 1998, 2002; Graham, 2003; O'Malley et al., 1989; Vandergrift, 1997, 2003a). However, many descriptive studies have found to address the issue that how to bridge the gap between successful and unsuccessful listeners, in relation to listening strategy.

Listening strategy research has for most part based on its theoretical framework on research on language learning strategies (Bacon, 1992; Vandergrift, 1997; Macaro et al., 2007). For this reason, in previous sections features of language learning strategies and taxonomies of language learning strategies upon which this study draws were discussed. In this section listening strategy types and research conducted on listening strategy will be treated one after the other. In discussing listening strategy types, Oxford's (1990) categorizing system is adopted for organizational purposes. The researcher chooses Oxford's (1990) taxonomy for listening strategy

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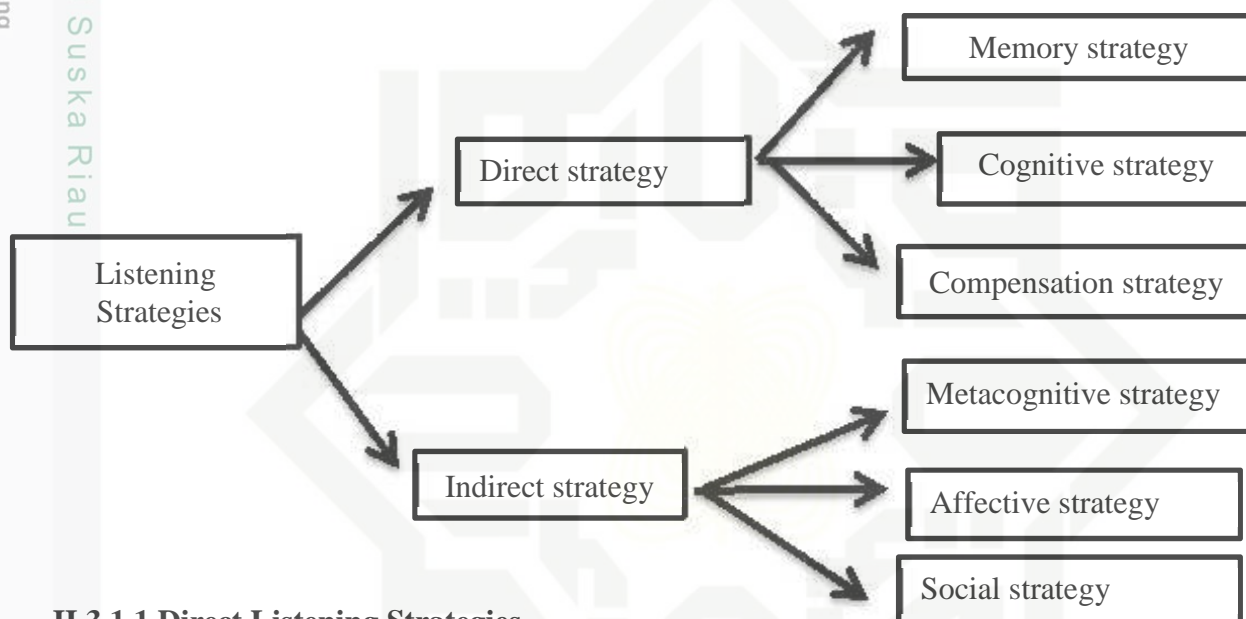
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### II.3.1 Types of Listening Strategies

According to Oxford (1990) there are two general types of listening strategies: *direct strategies* and *indirect strategies*.

**Histogram II.1**

**The type of listening strategy**



#### II.3.1.1 Direct Listening Strategies

Direct listening strategies are divided into three subcategories: Memory, Cognitive and Compensation Strategies.

##### II.2. 3.1.1.1 Memory Strategies

Memory strategies help the learner store new information in memory and retrieve it later. They are particularly said to be useful in vocabulary learning which is “the most sizeable and unmanageable component in the learning of any language” (Oxford, 1990:39). Memory strategies help listeners (i.e. students who



are learning listening skills in a foreign language) by making them store verbal material and then retrieve it when needed for communication. Arranging things in order, making associations and reviewing are very simple principles of memory strategies. These principles all involve meaning. Creating mental linkage, applying images and sounds, reviewing well and employing action are sole strategies which help learners store in memory the important things they hear in the new language, thus enlarging their knowledge base.

*A. Creating mental linkage:* Listeners can use these strategies by grouping, associating /elaborating and using context strategy types.

- a. *Grouping-* Listeners can use this memory strategy by classifying or reclassifying what is heard into meaningful groups. Thus the listener reduces the number of unrelated elements (Oxford, 1990).
- b. *Associating /elaborating-* This memory strategy involves associating new things heard with familiar concepts already known.
- c. *Placing new words into a context-* This strategy involves new words or expressions that have been heard into meaningful contexts, such as spoken or written sentences as a way of remembering them.

*B. Applying images and sounds:* The following four strategies for applying images and sounds are useful for remembering new expressions that have been heard.

- a. *Using imagery-* This strategy is a good way to remember what has been heard (in a foreign language) is to create a mental image of it.

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- b. *Semantic mapping*- This memory strategy involves arranging concepts and relationships on paper to create a diagram in which the key concepts heard are highlighted and all are linked with related concepts via arrow or lines.
- c. *Using key words*- This strategy combines sounds and images so that learners can more easily remember what they hear in the target language
- d. *Representing sounds in memory*- This strategy help learners remember what they hear by making auditory rather than visual representations of sounds. Rhymes are a well-known example of representing sounds in memory.

*C. Reviewing well:* Structured reviewing is useful to remember new ideas and concepts heard in the target language.

*D. Employing action:* It includes two memory strategies: physical response or sensation and using mechanical techniques.

*E. Physical response or sensation-* These strategies help learners to remember new words/phrases or expressions by physically acting out a new expression that has been heard.

*F. Using mechanical techniques-* To remember what has been heard mechanical techniques are sometimes helpful. For example, flashcards, writing a new word

(heard in a listening text) and its meaning on different sides of it, is both familiar and useful

### II.2.3.1.1.2 Cognitive Strategies

The second groups of direct strategies are the cognitive listening strategies. According to research results (e.g., O'Malley et al., 1989; Oxford, 1990; Bacon, 1992) cognitive strategies are the most common type of strategies used by learners. To Oxford (1990) cognitive listening strategies can be categorized under four sets: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Each set of strategy is further classified into different strategies.

A. *Practicing*: Strategies for practicing are among the most important cognitive listening strategies. This set contains four listening strategies: repeating, formal practicing with sounds and writing systems, recognizing and using formulas and patterns, and practicing naturalistically.

- a. *Repeating*- One use of this strategy is repeatedly listening to native speakers of the new language on a tape or recorder, with or without silent rehearsal (repeating the words to oneself mentally). Repetition might involve saying or writing the same thing several times (Oxford, 1990).
- b. *Formal practicing with sounds and writing systems* – This strategy, in listening, is usually used for perception of sounds (pronunciation and intonation) rather than on comprehension of meaning.

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- c. *Recognizing and using formulas and patterns*- Recognizing and using routine formulas and patterns in the target language greatly enhance student's listening comprehension. If students use these routines properly, they will help them to build their self-confidence and increase their listening comprehension.
- d. *Practicing naturalistically*- In listening, this learning strategy involves comprehending the meaning of the spoken language in as naturalistic context as much as possible.

*B. Receiving and sending messages:* This set consists of two strategies i.e. getting the idea quickly, and using resources for receiving and sending messages.

- a. *Getting the idea quickly*- This listening strategy help learners to focus on what they want to understand from a listening text. The two techniques involved in this strategy are skimming and scanning. Skimming involves searching for the central idea the speaker wants to get across, whereas scanning means searching for specific details of interest to the listener
- b. *Using resources for receiving and sending messages*- This strategy involves using resources to find out the meaning of what is heard in the target language. For better understanding of what is heard, printed resources such as dictionaries, grammar books, Encyclopedias etc. can provide important background information so that learners can better

understand the spoken language. Non-printed resources like TV, tape, video cassettes and radio are among other resources.

*C. Analyzing and reasoning:* This set of strategies help learners (listeners) to use logical thinking to understand and use the grammar rules and vocabulary to understand listening texts (in the target language) better. This set of strategies is further divided into five listening strategies: reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring (Oxford, 1990).

*a. Reasoning deductively-* This strategy help learners derive hypothesis (guesses) about the meaning of what is heard by means of general rules (of the target language) the learner already knows.

*b. Analyzing expressions-* This strategy helps listeners to comprehend something spoken in the target language by breaking down a new word, phrase, sentence or even paragraph into its meaningful components.

*c. Analyzing contrastively-* This listening strategy involves analyzing elements (sounds, words, syntax) of the target language to determine similarities and differences in comparison with the learner's mother tongue .

*d. Translating -* As long as it is used with care, this strategy can be helpful in early language learning

*e. Transferring -* This strategy involves directly applying background knowledge to facilitate learning listening skills in the target language. Transferring can involve applying linguistic knowledge from the learner's mother tongue to the

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target language or conceptual knowledge from one field to another or from one skill to another.

*D. Creating structure for input and output:* This set consists of three strategies: taking notes, summarizing, and highlighting. These strategies help learners sort and organize information heard in the target language that comes their way. Besides, these strategies allow students to demonstrate their listening comprehension tangibly for using it for writing and speaking (Oxford, 1990).

*a. Taking notes-* This is a crucial strategy for listening. The focus of taking notes should be on understanding, not writing.

*b. Summarizing-* This is making condensed, short version of the original listening passage or text. It is the other strategy that helps listeners new input and show they understand the listening text they heard.

*c. Highlighting-* This is the other strategy that benefit learners by supplementing notes and summaries. It focuses on showing the major or most important points heard in a dramatic way like through color, underlining, capital letters, initial capitals, bold writing, stars, circles etc.

While Oxford provides a detailed description of all cognitive listening strategies, Bacon (1992) categorizes them under two main headings: top-down and bottom-up strategies.

*A Bottom-up Strategies:* They are text based strategies because they depend on using clues or evidence from the existing text to understand new information. That

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includes strategies like repeating some words that the listener heard probably because they seem to be key words as long as they occur frequently than other words. Some listeners used these strategies to acquire the meaning of the message based on the incoming language data from sounds, to words, to grammatical relationships, and ultimately to the meaning. Students build meaning from lower level sounds to words and then to grammatical relationships and finally to lexical meanings in order to arrive at the final message; learners use linguistic knowledge to understand the meaning of a message (Nunan, 2002; Rost, 2002). On the other hand, listeners can get some information from the text through paying attention to intonation and pauses that help them recognize chunks of words as particular speech patterns, each of which carries one piece of information (Rixon, 1986).

*B. Top-down strategies:* Unlike bottom-up strategies, this type of strategy is thought to be a higher cognitive level in the sense that it deals with more abstract clues. Thus, to deduce the meaning from and interpret the message, listeners use top-down strategies by relating what they hear with their schemata knowledge. Schemata knowledge includes learner's background knowledge and global understanding. Background knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized) (Nunan, 2002; Rost, 2002). Having such knowledge, listeners can keep up with the listening text because they formulate some expectations and predictions before and while listening (Bacon, 1992).



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However, since listening is an interactive and interpretive process where listeners use both prior knowledge and linguistic knowledge to make sense of the incoming message, students are expected to use both strategies accordingly (Rost, 1994; Nunan, 2002). The degree to which listeners use the one strategy or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing and strategies, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up strategies to comprehend all the desired details.

#### 3.2.1.1.3 Compensation Strategies

If used effectively, compensatory strategies can help learners to overcome knowledge limitations when they do not hear something clearly or cannot catch all the words. They are also useful when learners face with a situation in which the meaning is only implicit or intentionally vague. When learners are confronted with unknown expressions or words, they can make use a variety of clues so as to guess the meaning of those expressions or words. Therefore, Oxford (1990) considers these strategies as the tools for ‘guessing intelligently’ because listeners do not have to recognize and understand every single word as long as they can guess ‘systematically’ through using clues such as:

A. *Using linguistic clues*- Learner’s background knowledge of the target language,



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her/his own language or some other languages can provide linguistic clues to the meaning of what is heard (Oxford, 1990). Listeners can use such clues like word order, word formation (e.g. identifying suffixes and prefixes) and word stress to facilitate their listening comprehension. Though some guesses can be based on partial knowledge of the target language, learners need to have sufficient grammatical Knowledge of the target language to fill-in gaps when they listen to ‘messy pronunciation’

*B. Using other clues-* These are clues from other sources –excluding clues coming purely from knowledge of language. Hence, some of these clues are related to the type of vocabulary used that listeners need to be familiar with in order to guess what is ‘beyond’ the language. For example, listeners can make a good guess about the social status of certain participants (people in the listening text) from the way they addressed such as ‘Mrs.’ and ‘Miss’. In other words, “Forms of address, such as titles or nicknames, help learners guess the meaning of what they hear” (Oxford,1990: 92). Besides, the speaker tone of voice, which indicates his or her statues of mind, makes it possible for the listener to correctly interpret what is heard

### II.3.1.2 Indirect Listening Strategies

The second group of strategies, that is, indirect listening strategies, consists of three subcategories: Metacognitive, Affective, and Social Strategies.

### II.2.3.1.2.1. Metacognitive Strategies

Metacognitive strategies involve the use of listening comprehension activities and utilize individual perceptions to help listeners increase their levels of listening comprehension. Metacognitive strategies go beyond the cognitive devices and provide a way for learners to coordinate with their own learning process. In light of this (Oxford, 1990:135) argues that “Metacognitive strategies allow learners to control their own cognition-that is to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.” In other words, these strategies help listeners (who are learning listening skills in a foreign language) coordinate their own learning process. They occur pre-listening, during listening and post-listening, and they increase listeners’ levels of listening comprehension and better develop an awareness of listening (Bacon, 1992). Metacognitive strategies consist three sets: centering one’s learning, arranging and planning one’s learning, and evaluating one’s learning.

*A: Centering one’s learning:* Centering for learning or finding a focus is a crucial matter in learning listening skills in a foreign language (Oxford, 1990).

*B: Arranging and planning one’s learning:* This set of metacognitive strategy focuses on investigating the nature of language learning, organizing to learn establishing aims, considering task purposes , planning for tasks ,and looking for chances to practice listening (Oxford, 1990).

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As is the case in real life situations, learners, who are learning listening skills in a foreign language, need to set a purpose for listening in order to set the right channels for attention. Among other things, if goals and objectives are set properly earlier, learners might have opportunities to self-monitor their learning and self-evaluate their listening progress. Thus, setting a purpose help them be better prepared before listening because they will probably have a kind of mental plan to follow (Bacon, 1992). Planning includes being aware of what needs to be accomplished in a listening task and developing appropriate plans to overcome listening difficulties.

*C. Evaluating your learning:* Self-monitoring and self-evaluation are the two strategy types in this set of metacognitive listening strategy. They relate to monitoring one's own error and evaluating one's overall progress in learning listening skills (Oxford, 1990).

*a. Self-monitoring* - Listeners need to be self-conscious while listening to be able to monitor their comprehension. In other words, listeners can monitor their understanding as they continue listening as long as they can notice their error or any inaccurate guesses and try to improve on them.

*b. Self-evaluation-* After the listening activity is completed, some listeners evaluate their overall comprehension progress and assess how well they have done. Oxford (1990) points out that any self-evaluation must take into

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consideration the difficulty of the situation or the language and that learners should try to be as specific as possible for an accurate evaluation. Thus, listeners are expected to be more realistic in evaluating their listening comprehension (Bacon, 1992).

### II.3.1.2.2 Affective Strategies

Though it is difficult to describe affective domain within definable limits, Brown (2002), it encompasses such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk-taking, and tolerance of ambiguity. Oxford (1990:140) claims that “the affective side of the learner is probably one of the very biggest influences on language learning success or failure.” Knowing how to control one’s emotions and attitudes about learning may influence the language learning process positively since it will make the learning more effective and enjoyable. It is also known that negative feelings can hinder progress. Good language learners often know how to control their emotions and attitudes about learning (ibid). There are many cases in which learners have no problems dealing with technical aspects of the language. For instance, students may perfectly understand a listening text, but they would not be able to perform the listening task successfully if the text is culturally offensive. The control over such factors is gained through the manipulation of affective strategies (Bacon, 1992).

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According to Oxford (1990) there are three sets of affective strategies: lowering one's anxiety, encouraging oneself, and taking one's emotional temperature.

*A. Lowering one's anxiety:* Anxiety may have a debilitating effect in learning listening skills in a foreign language. Learners may have a feeling of being unable to perform listening tasks and activities in a foreign language classroom when foreign language anxiety emerges (Horwitz et al., 1986).

Foreign language classroom anxiety is a situational specific form of language anxiety induced by the need to perform classroom tasks and activities in another language. Lowering anxiety is helpful to be effective in performing listening tasks and activities. Strategies such as using progressive relaxation, deep breathing or meditation, listening to soothing music (before the listening text), and using laughter (i.e. Watching a funny movie, listening to jocks and so on) help learners to lower their anxiety either at home or in the classroom (Oxford, 1990).

*B. Encouraging oneself:* In addition to other peoples' encouragement "the most potent encouragement—and the only available encouragement in many independent language learning situations -may come from inside the learner" (Oxford, 1990: 143). In most cases listening in a foreign language is a personal activity carried out by individual learners. Thus, self-encouragement strategies should be taken into account in learning listening skills because they are ways to keep learners spirits up and preserve as they try to comprehend listening texts.

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Self-encouragement listening strategies include saying positive statements to oneself, prodding oneself to take risks wisely, and providing rewards to oneself

*C. Taking one's emotional temperature:* According to Oxford (1990) this set of affective strategies involves getting in touch with feelings, attitudes and motivation through a variety of ways. Listeners are expected to take into account these affective strategies so that they start to exert some control over them. This set includes specific affective listening strategies such as listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.

### II. 3.1.2.3 Social Strategies

Since language is a form of social behavior, it involves communication between and among people. In learning situations, there are mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help. Social listening strategies enable language learners to learn with others by making use of strategies such as asking questions (i.e. asking for clarification or verification), cooperating with others, and empathizing with others (Oxford,1990). Their appropriate use is extremely important since they determine the nature of communication in a learning context.

*A. Asking for clarification or verification:* As listeners, learners can ask for clarification when they want the speaker, who could be the teacher or other more

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proficient speaker, to slow down, repeat or explain something. They can ask verification to check that they have understood something heard correctly

*B. Cooperating with others:* As language in all aspects is a social activity, learners have the chance to learn from their peers. If they are put into groups to work on a particular listening task, there is a possibility that less successful listeners make use of some of the strategies used by successful listeners as they work together cooperatively and observe how their peers manage to succeed.

*C. Empathizing with others:* Understanding a listening text involves empathy with other people, particularly with individuals from the target culture. Students' background knowledge of the new culture often help them for better understanding of what is heard in the new language. In addition, "becoming aware of fluctuations in thoughts, and feelings of particular people who use the new language help learners understand more clearly what is communicated (what is said and what is left unsaid)" (Oxford, 1990:173). This in turn help listeners, as learners, to become more aware of the mind set of other people.

## II.4. Listening Anxiety

### II.4.1. Nature of listening anxiety

Wheless (1975) described listening anxiety as the "receiver's apprehension - the fear of misinterpreting inadequately the processing or not being able to adjust psychologically to message sent by other" (1975, p. 263). Later,

Preiss and Wheelless (1990) proposed that listening anxiety includes three interrelated antecedents: primary anxiety, secondary anxiety, and anxiety related to information processing. Primary anxiety is related to situational fear of encountering new information. Secondary anxiety is defined as the fear of information processing anxiety; students will get stressed when complex information processing is needed. As for information processing view of anxiety, listeners with inadequate schemata or strategic processing knowledge might become anxious due to the fear of misinterpreting or inadequately processing the message. The above mentioned explanations are derived from the study of first language acquisition. In foreign language context, though, the effect of this anxiety is even more obvious because the listeners should both encode and decode the incoming information in another language. Horwitz et al. (1986) found strong language anxiety relating to listening as well as speaking and testing situations

Compared to general language anxiety and speaking anxiety, there are fewer studies that focus exclusively on listening comprehension anxiety. Researchers tend to place more weight on speaking anxiety than on listening anxiety. Because listening comprehension is an implicit process and a receptive skill, anxiety from it may be hard to identify and therefore ignored. Nonetheless, from the previous studies, we can be sure of the existence of anxiety from listening comprehension. In the study by Horwitz et al. (1986), counselors at the Learning Skills Center at University of Texas found that foreign language anxiety focused on two basic language skills: listening and speaking. According to a study by Vogely (1998), 91 percent of the learners experienced listening anxiety. Arnold

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(2000) also found 81 percent of the participants in her study reported being more anxious toward listening comprehension tests, compared to tests of other skills.

Kim (2000) observed that a majority of Korean EFL learners experienced listening anxiety in both the language classroom and real-life communication situations. Furthermore, Krashen also mentioned that “listening is highly anxiety provoking if [the discourse] is incomprehensible” Kim (2000) developed the Foreign Language Listening Anxiety Scale (FLLAS) with 33 questions to assess EFL. Kim study Korean students listening anxiety. Elkhafaifi (2005) also constructed a Foreign Language Listening Anxiety Scale (FLLAS) with 20 items to evaluate listening anxiety of students studying Arabic as a foreign language. Chang (2008) developed the Listening Anxiety Questionnaire with 33 items to assess learners’ listening anxiety, its intensity, and the main sources of the anxiety. The scores from these scales helped researchers identify learners’ anxiety levels and do further exploration about the relationship between listening anxiety and other variables in language learning.

Listening comprehension anxiety can affect other language skills, such as speech production, because listeners need to understand what is said before responding interactively. In fact, listening comprehension anxiety and general foreign language anxiety are correlated.

Poor information processing may lead to listening anxiety; however, anxiety may also inhibit information processing (Kim, 2000). The possible reasons for listening anxiety may stem from the listener’s linguistic or background knowledge, the manner of the speaker’s speech, the content and format of the text, little processing time, or misuse of listening strategies. In addition to all the factors

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happening in listening comprehension processing, other aspects, such as teachers' instruction and attitude, and learners' beliefs and strategy use, can all become sources that induce listening anxiety in some learners.

In the study by Chang (2008), she found, from the self-created Listening Anxiety Questionnaire, that college business major students had high levels of listening test anxiety compared to their general listening anxiety, which implied that the learners were more anxious when their language proficiency was being evaluated. Three sources of listening anxiety were reported and the proportion of variance in listening anxiety explained from the largest to the smallest was in this order: low confidence in comprehending spoken English, having insufficient prior knowledge, and feeling worried about the difficulty of the test. The subcategories of the three sources reflected this language learners' low listening proficiency made them feel anxious when the listening classes or tests were required.

According to Vogely (1998), 51 percent of the participants in her study responded that their listening anxiety was associated with characteristics of input, which included the nature of the speech (accent, poor enunciation), the level of difficulty (beyond students' level, unfamiliar topics, complex syntax), lack of clarity, lack of visual support, and lack of repetition; 30 percent of the participants thought their listening anxiety was related to process-related aspects, which included inappropriate strategies, lack of processing time, not knowing what or how to prepare for a listening comprehension task, and unlike reading comprehension, being unable to go back to check the content. In the listening process, especially to students who took listening comprehension to mean understanding or translating every word, frustration and anxiety in listening comprehension were more frequently observed.

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Learners' language proficiency is also related to anxiety level. Aneiro's dissertation (1989) found that high receiver apprehension was related to lower listening comprehension and general L2 language proficiency, and more exposure to English was significantly related to lower receiver apprehension. Elkhafaifi (2005) found older and more advanced level students experienced less listening anxiety than younger, basic, and intermediate level students. However, studies have also found that high proficiency learners can have high anxiety in listening comprehension.

Graham (2005) discussed listening comprehension from the learners' perspectives. The author found many participants perceived themselves as unsuccessful listeners. Most of them attributed their failure in listening to the speed of the delivery of texts. The author stated that the learners tended to focus too much on bottom-up processing strategies by using their linguistic knowledge, which was not sufficient enough to comprehend the input. These learners paid attention to individual sounds, words, or phrases to get the meaning in the tasks. The fleeting spoken second language made them feel out of control and made them want to give up.

Previous studies concur that language anxiety inhibits the ability to process input and affects cognitive performance in second language learners. In reverse, some studies have focused on whether learners' cognitive capacity can contribute to managing anxiety in second language learning. In listening, people tend to place emphasis on how much information they memorize, which is a form of intentional remembering. However, Yang (2010) investigated the function of retrieval inhibition, the ability of people to stop themselves from thinking about unwanted memory. The author used the term "*intentional forgetting*" to refer to this effect. Intentional forgetting helps listeners to ignore unrelated information while focusing on listening

tasks. Although the study did not find a significant relationship between listening comprehension performance and the ability of intentional forgetting, learners who received higher scores on intentional forgetting tasks did show lower anxiety. The author argued that intentional remembering had a bigger impact on listening comprehension performance, causing intentional forgetting not to affect the learners' performance as much. Nonetheless, intentional forgetting played an important role in controlling listening anxiety. When the learners felt anxiety in a listening task, the function of intentional forgetting started to work by inhibiting unrelated and unhelpful emotion.

From the review of research on the sources of listening anxiety, we can conclude that sources that lead to listening anxiety are complicated and interrelated, making it difficult to isolate and fix just one factor if we want to help learners reduce anxiety in listening comprehension. We must also take individual differences into consideration. The same source may induce anxiety in one learner, but may not be an anxiety-provoking factor to others. Teachers need to be sensitive enough to figure out the sources most likely be anxiety-provoking to students through observation in class activities. Strategies that are geared towards reducing listening comprehension anxiety from different sources are discussed in later parts

#### **II.4.2. The factors of listening anxiety.**

Listening anxiety, just like general language anxiety, can be facilitating and debilitating; both of them have a curvilinear relationship: moderate levels of anxiety makes receivers stay focused on the listening tasks; however, too little or too much anxiety leads to listening difficulty. Chang (2010) found that the majority of students

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who performed better in the listening comprehension pretest and posttest were participants who had moderate listening anxiety, rather than having too low or too high intensity. However, most studies still identify the negative effects from listening anxiety

Just few studies have investigated the possible sources that cause anxiety in listening comprehension. Oxford (1993) mentioned that setting unrealistic goals on the part of the students is another factor that causes anxiety. For instance, they suppose that if they want to understand the idea of the speaker, they have to understand every word in his speech. Moreover, this unrealistic goal even prevents them from "transferring even the most basic first-language coping skills to the second language", resulting in fatigue and failure in comprehension (Meyer, 1984; p. 343). Regarding the fact that anxiety is one of those debilitating factors that negatively affects listening comprehension, Vogely (1998) carried out a research on 140 university level Spanish students revealed some sources of foreign language listening anxiety. Based on this study, he put listening anxiety into four main categories: (1) characteristics of FL input, (2) processing related to aspects of FL, (3) instructional factors, and (4) attributes of the teacher or learner. More than half of the students reported that the main source of listening anxiety was the characteristics of foreign language input, namely, level of difficulty, nature of speech, lack of repetition, and lack of reality. About twenty eight of students reported that the nature of speech, spontaneous, too fast, and strange accent was the main source of listening anxiety. A small number of students asserted that that main source of anxiety for them was the exercises related to the

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listening task and because they were too difficult (in terms of the vocabulary and syntax used) made them disappointed. The suggestion of the half of the students for reducing the foreign listening anxiety was to manipulate the input in terms of the topic which is discussed, vocabularies used, and the level of formality. They preferred more familiar vocabulary in the input, less academic and more daily topics, and more informal language.

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, 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.

Zhou (2003) proposed that anxiety on the part of the listener may be the result of misapplication in listening strategies. For instance, trying to understand every single word in listening comprehension brings about anxiety and prevents listeners from using "selective attention" strategy appropriately, or some others do

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not know how to use "note taking strategy"; they tend to jot down whatever they hear. However, owing to one directionality feature of listening comprehension, trying to take a note from whatever is heard, prevents one from listening to the later part of the materials,; thus, leading to anxiety. In his dissertation, Aneiro (1989) investigated the relationship between receiver apprehension (RA) in the second or foreign language and listening comprehension, language competency, and exposure to the second language. The results of his study yielded that low proficiency in the second language in general, and listening comprehension in particular are mostly accountable for receiver apprehension (RA), and if the amount of input is increased, the apprehension that the receiver experiences will be lower.

## II.5. Related Studies

There are some related studies in this research; the related studies were taken from some research as done by some researchers around the world.

- a. Fereshteh Eslahkonha and Behdokht mall-amiri (2014) carried out a research entitled **“The correlation between English language listening comprehension ability, and listening strategy use among Iranian TEFL junior university students.”** The purpose of this study was to discover the relationship between Iranian TEFL (Teaching English as a Foreign Language) students’ listening comprehension and the listening strategies they used. The research design was Correlational study. The subject of this study was 70 junior

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TEFL university undergraduate students at Alborz University in Qazvin, Iran were randomly selected. The Oxford Placement Test developed by Allen (1992), was employed to identify the students' listening comprehension ability, and a Listening Strategy Questionnaire developed by Vandergrift (1997), was used to identify the strategies they employ in listening situations. The collected data were analyzed through Pearson Correlation formula. The results of which revealed that there was a statistically significant relationship between the listening strategies (meta-cognitive, cognitive and, socio-affective) employed by advanced, intermediate and, lower-intermediate TEFL students and their listening comprehension ability level.

This research had some similarities and differences with the previous research. The similarities were the research design, and subject. The differences were the variables. This study used three variables while the previous research done by Fereshteh Eslahkonha and Behdokht mall-Amiri used two variables. They conducted two variables; students' listening comprehension and the listening strategies but the writer conducted three variables; listening strategy, listening anxiety and listening comprehension. They conducted the research at university level and so does this study.



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- b. Ai-Hua Chen (2010) carried out a research entitled **“Effects of Listening Strategy Training for EFL Adult Listeners”** The research design was experimental study. This study examined the effects of listening strategy training for EFL adult listeners, both on their listening processing and production. The participants were two classes of Taiwanese college students; one class received a 14-week strategy training integrated into their EFL listening class, whereas the other served as a comparison group. The data were collected via multiple measurements. Listening proficiency tests, a self-rated listening proficiency scale, a listening strategy questionnaire and a listening learning activity questionnaire were pre-tested and post-tested with both groups. In addition, reflective journals were employed in the treatment group to explore learners’ strategy development over time. The results showed that there were significantly positive changes in using listening strategies and in their engagement in self-directed learning activities for the treatment group. Although no significant differences were found in listening proficiency tests results, treatment group students self-rated themselves as having gained significantly more in their listening performances than those in the control group. Furthermore, the treatment group also reported better orchestration of their strategy use in dealing with their listening tasks and learning processes. Discussions on these multiple measurements and their results were also presented. This study demonstrated that strategy

training can bring positive effects both on learners' learning process and to their listening performance, and its findings may shed light on listening.

This research had some similarities and differences with the previous research. The similarity of both of researches was the research subject. This research and the previous used the colleges or university students as the subject. The differences were the variables and research design. This research used three variables; students' listening strategy, students' listening anxiety, and students' listening comprehension. The previous study used two variables; listening anxiety and listening performance. This study was in Correlational study but previous research design was experimental research design.

- c. Cheng Chang Tsai (2013) carried out a research entitled **“The Effects On Listening Strategies And Listening Anxiety By Listening Training Program Among EFL Senior High School Students In Taiwan.”** The study mainly focused on investigating English as Foreign Language (EFL) listening anxiety and listening strategy comparing genders and language proficiency levels. The participants chosen for the study were 124 participants from a highly competitive senior high school in Taiwan. The data collection was carried out in two stages. The first investigation was conducted at the beginning of the semester. The final investigation was conducted at the end of the semester after the participants had received the listening

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comprehension strategy training. The participants were asked fill out the Foreign Language Listening Anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI) questionnaires to explore the differences between the pre-test and post-test. The results of this study have stated that the scores participants got from FLLAS and LCSI were statistically negatively correlated. Regardless of gender group, the conclusion was that the degree of listening anxiety had been reduced and that their listening strategy levels had improved after receiving the listening comprehension strategy instruction. Also, the listening strategy instruction did have an impact on all of three metacognitive, cognitive, and socio-affective strategy uses and reduced the listening anxiety for the lower and intermediate proficiency level students. With respect to the high proficiency level students, results also showed no statistically significant difference on FLLAS. Results also showed a statistically significant difference on LCSI at the high proficiency level in the cognitive, socio-affective domain respectively, but not for the metacognitive domain. Implications for EFL educators to recognize the directions of instructional practices for enhancing listening comprehension are presented.

This research had some similarities and differences with the previous research. The similarity of both of researches was variables and subject of the study. Both of the researches used three variables. This research's variables were listening strategy, listening anxiety, and

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listening comprehension. The previous research's variables were listening strategy, listening anxiety, and listening proficiency. Both of researches used the university students as the subject. The difference between this subject and previous subject was the research design. This study used the correlative research design but the previous research used the experimental research design.

- d. Mohammad Reza Dalman (2016) carried out a research entitled “ **The Relationship between Listening Anxiety, Listening Comprehension Strategies, and Listening Performance among Iranian EFL University Students**” The study was conducted to explore the relationship between listening anxiety, listening strategies, and listening proficiency among Iranian EFL university students. A total number of 110 EFL language learners participated in this study. Three instruments were used in this study. The instruments were comprised of: (a) Foreign Language Listening Anxiety Scale (FLLAS), (b) Listening Strategy Questionnaire, and (C) an original TOEFL IBT test by ETS. Based on the results, it was found out that EFL language learners use Meta-cognitive listening strategies the most followed by affective strategies, memory strategies, compensation strategies and cognitive strategies. Moreover, it was found out that all listening strategies were negatively correlated with listening anxiety, which means that as the anxiety level of the participants increases they use

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listening strategies less and vice versa. In addition, it was found out that compensation and meta-cognitive category of listening strategies positively correlated with listening proficiency, while cognitive category negatively correlated with listening proficiency, suggesting that more proficient participants use more compensation and meta-cognitive strategies but less cognitive listening strategies. In other words, as listening proficiency increases, compensation and meta-cognitive listening strategy use increases and cognitive strategy use decreases. Finally, it was found out that listening is an anxiety-inducing skill and listening proficiency plays a key role in determining the level of anxiety. In other words, as listening proficiency increases, the listening anxiety decreases.

This research had some similarities and differences with the previous research. The similarities of both of researches were research design and subject. Both of the researches used the correlational research design. This research and previous one used university students as the subject. This research and previous one had 3 variables but the variables were different. This research's variables are listening strategy, listening anxiety, and listening comprehension. The previous research variables were Listening Anxiety, Listening Comprehension Strategies, and Listening Performance.

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- e. Zai Lili (2015) carried out a research entitled “**Influence of Anxiety on English Listening Comprehension: An Investigation based On the Freshmen of English Majors**. “She had led to significant researches and discussions from different perspectives. In general, studies on language learning anxiety have developed to a more mature stage, while the empirical studies of specific language-skill anxiety, especially, second language listening anxiety, are inadequate. The present research made an investigation on students’ anxiety in English listening comprehension by using quantitative and qualitative methods. The subjects were 82 freshmen of English majors in a normal university. A modified foreign language listening questionnaire was administered to examine the subjects’ listening anxiety level, and a series of interviews were done for exploring the sources of anxiety deeply. Through thorough analyses, the paper arrived at the following conclusion: (a) the freshmen of English majors did experience a little higher listening anxiety; (b) there existed a significantly negative correlation between anxiety and listening comprehension; (c) the main sources were lack of confidence and listening strategies, characteristics of listening comprehension and materials as well as fear of negative evaluation. Based on the above conclusion, some useful suggestions were put forward to enhance the students’ listening proficiency and improve the current situations of listening classes.

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This research had some similarities and differences with the previous research. The similarity of both of researches was the research design and subject research. Both of the researches used the correlational research design. This research and previous one used university students as the subject. The differences were the variables. This research had 3 variables. The previous research had 2 variables. This research's variables were listening strategy, listening anxiety, and listening comprehension. The previous research variables were Listening Anxiety and Listening Comprehension Strategies.

- f. Mehmet Gonen (2009) carried out a research entitled **“the relationship between FL listening anxiety and FL listening strategies: the case of Turkish EFL learners”** It is assumed 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 environmental factors. In this respect, developing effective listening strategies may help to overcome many problems related to target language listening. It is then of interest for researchers to investigate whether there is a relationship between FL listening anxiety and FL listening strategies. In the Turkish EFL context, studies concerning this issue are scarce. This study aims at filling the gap in the recent literature on listening anxiety and listening strategies in Turkish EFL context. For this purpose, 60 students at the intermediate English proficiency

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level participated in the study. Both quantitative and qualitative findings indicated a negative association between FL listening anxiety and strategy use. The results of the study were discussed in the light of the recent literature and it has been put forward that investigation of anxiety and strategy use for listening skill is crucial for improving effective listening in the classroom context.

This research had some similarities and differences with the previous research. The similarity of both of researches was the research design and subject research. Both of the researches used the correlational research design. This research and previous one used university students as the subject. The differences were the variables. This research had 3 variables. The previous research had 2 variables. This research's variables were listening strategy, listening anxiety, and listening comprehension. The previous research variables were Listening Anxiety and Listening Comprehension Strategies.

- g. Sheng li Wang (2010) carried out the research entitle “ **An Experimental Study of Chinese English Major Students’ Listening Anxiety of Classroom Learning Activity at the University Level.**” This Study was conducted to account for individual differences in language learning success in SLA, and that it is proved to be one of the most essential and influential affective factors. The present study adopts English listening tests and questionnaire to conduct a survey on English listening classroom anxiety with 125 English majors as its



subjects. The results show that there exist certain negative correlations both between English listening classroom anxiety and listening achievement.

This research had some similarities and differences with the previous research. The similarity of both of researches was the research subject of research. Both of the researches use university level students as the subject. The differences are in the variable and research design. The Previous research used 2 variables; listening anxiety and listening achievement. This research used 3 variables; listening strategy, anxiety, and listening comprehension. This research used the correlational research design. The previous research used the experimental research design.

- h. Moghadam, Ghanizadeh, Pazhouhesh(2016) carried out a the research entitle” **Scrutinizing Listening Strategies among Iranian EFL University Students**”. This study was conducted to found out the important aspect of of language teaching ,the significance of teaching listening, and skill needed for constructing and communicating meaning. The main goal of this study was to examine the listening strategies employed by university students. The researchers aimed to find to what extent university students use listening strategies in their EFL listening process, and which kind of strategies is more employed in this level of language learning among Iranian English students. It administered to 130 university students in Mashhad. It measures the

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perceived use of the strategies and processes underlying three factors including, cognitive strategies (i.e. linguistic inference, and problem solving), metacognitive strategies (i.e. planning, and monitoring listening comprehension), and affective strategies (i.e. Motivation, and anxiety). The results showed that they employed cognitive and metacognitive strategies more than socio-affective strategies in their listening sessions. A total of 130 university English students were recruited to participate in this study. The students were all native speakers of Persian who live in Mashhad. They were at intermediate and upper intermediate level of English, studying at Imam Reza, Khayam, and Farhangian University.

This research had some similarities and differences with the previous research. This research used 3 variables; listening strategy, anxiety, and listening comprehension. The Previous research used 2 variables; listening strategy and level of English. This research used the correlational research design. The previous research used the survey research design.

- i. Ghasemi, Mohammadkhani, Hosseini, (2014) conducted a research entitled **“test anxiety and listening strategy: a report of questionnaire”** This paper called into question whether there is a relationship between foreign language listening anxiety and FL listening strategies. The current study aimed at filling the gap in the contemporary research on this issue in Iranian English as a Foreign

Language context. To fulfill the purposes, 60 intermediate-level language learners attended the survey. Test Influence Inventory (TII) and Listening Strategy Questionnaire were administered to the participants. Results, both from quantitative and qualitative aspects, indicated a negative relation between FL listening anxiety and strategy use. The present finding might have important implications for decision makers to involve further effective approaches as well as for teachers to train students about using them while listening to a foreign language.

This research had some similarities and differences with the previous research. The Previous research used 2 variables; listening anxiety and listening strategy. This research used 3 variables; listening strategy, anxiety, and listening comprehension. Both of researches were conducted in University levels. Both of the researches had the same research design; correlational research design.

- j. Kassem (2014) conducted a research entitled “ **The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy**”. The present study explored listening strategy use among a group of Egyptian EFL college sophomores (N = 84). More specifically, it aimed to identify 1) the strategies used more often by participants, 2) the relationship between listening strategy use, and listening comprehension and self-efficacy, and 3) differences in

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listening comprehension and self-efficacy between students with high and low strategy frequency. A Listening Comprehension Test adapted from paper-based Longman TOEFL test was used to assess participants' listening comprehension. Listening strategy use and self-efficacy about listening were assessed by two instruments developed by the researcher based on relevant literature. Listening strategies correlated significantly with both listening comprehension and self-efficacy. Except for socio affective strategies, participants with high frequent overall strategy use, cognitive strategies and metacognitive strategies. outperformed their counterparts with low frequency in both listening comprehension and self-efficacy

This research had some similarities and differences with the previous research. The Previous research used 3 variables; listening strategy, self-efficacy, and listening comprehension. This research used 3 variables; listening strategy, anxiety, and listening comprehension. Both of the researches had the same research design; correlational research design. Both of the researches had the same subject, university level students.

## II.6. OPERATIONAL CONCEPT AND INDICATOR

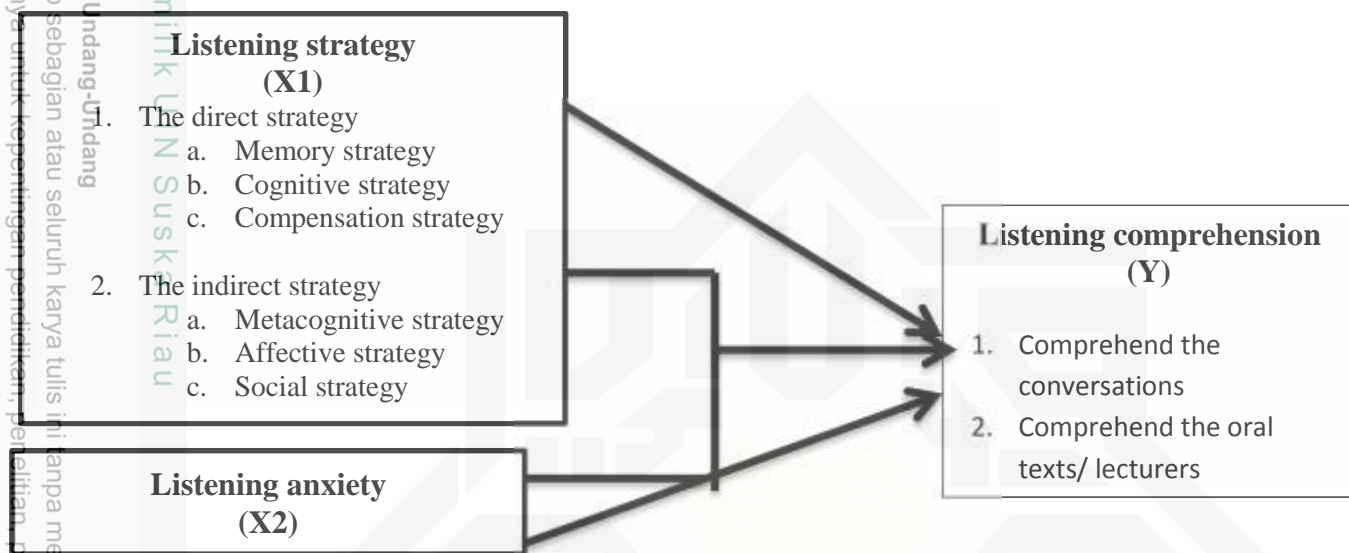
The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variable used in analyzing the data.

There are three variables in this research;

- a. The Students' listening strategies as independent variable ( $X_1$ )

- b. The students' listening anxiety as independent variable (X<sub>2</sub>)
- c. The students' listening comprehension as dependent variable (Y)

**The diagram of operational concept**



Oxford (1990) has given the construct of language learning strategies and the listening anxiety is related to the Kim (2000). Based on the statements above, the indicator of each variable in this research can be seen as follow:

**Table II.1.**

**The Operational Concept**

Variables	Indicators
1. Listening strategies	<p><b>1.1 Memory Strategy: store new information and retrieve it latter</b></p> <ul style="list-style-type: none"> <li>• the students create the mental linkages by associating, grouping, ect</li> <li>• the students apply images and sounds</li> </ul>

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- the students review the structure well
- the students employ action such as physical response or sensation

**1.2 Cognitive strategy: manipulate the language material in direct ways**

- The students practice the target language such as sounds and writing system, formula and pattern.
- The Students receive and send the message.
- The students do analysis and reasoning deductively, contrastively
- The students create structure for input and output such as taking notes, summarizing, etc.

**1.3 Compensation strategy : help the learner to complete the missing knowledge**

- The students use guessing strategies
- The students overcome the limitations in speaking and writing such as switching to mother tongue, using gestures or mime, etc.

**1.4 Metacognitive strategy: manage the language learning**

- the students center their learning by overviewing and linking with already known material, paying attention, etc

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- the students arrange and plan the learning such as organizing, setting the goal, etc
- the students evaluate the learning by using self-monitoring and self-evaluating.

**1.5 Affective strategy :identify one's mood and anxiety and control emotion**

- The students make the anxiety lower by taking deep breathing, using music, etc.
- The students encourage themselves by positive statements, etc
- The students take their emotional temperature by writing a language learning diary, discussion about feeling, etc.

**1.6 Social strategy: develop strategy for sharing ideas, asking for help and working in group.**

- The students ask question for verification and correction.
- The students cooperate with others of proficient users' new language.
- The students emphasize with others culture, thought and felling

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<p>2. Listening anxiety</p>	<ul style="list-style-type: none"> <li>• When listening to English, the students tend to get stuck on one or two unknown words.</li> <li>• Students get nervous if a listening passage is read only once during English Listening test.</li> <li>• When a person speaks English very fast, the students are worried and they might not understand all of it.</li> <li>• Students are nervous when they are listening English when they are not familiar with the topic.</li> <li>• In English listening test, the students get nervous and confused when they can't understand every word.</li> <li>• Sometimes, the students want to give up if the materials are read too fast.</li> <li>• The students often get so confused that they can't remember what they have heard.</li> <li>• The students get worried when they have little time to think about what they hear in English</li> <li>• Students are worried about answering questions in listening class, because if their key is wrong, they would feel embarrassed.</li> <li>• The students feel unconfident of their listening ability, so</li> </ul>



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	<p>they feel anxious or worried about listening test.</p> <ul style="list-style-type: none"> <li>• Listening to new information in English makes the students uneasy.</li> <li>• If the students cannot answer questions in listening class, they are afraid that the lecturer would give them a low evaluation.</li> <li>• The students afraid their listening comprehension will suffer as they are not good at grammar.</li> <li>• the students feel more confident as a result of the teacher's encouragement when they meet with some difficult points in listening class</li> <li>• In listening class, if the teacher arranges some interesting activities such as time-limited dictation, retelling and group competition, the students will listen more actively.</li> </ul>
<p>3. Listening comprehension</p>	<p>3.1.Conversation</p> <ul style="list-style-type: none"> <li>• Students are able to determine the vocabulary meaning and its synonym</li> <li>• Students are able to find the general and specific information and find the conclusion and identify the situation or the place where the dialog take place</li> </ul>

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	<ul style="list-style-type: none"> <li>• Students are able to identify the idiom and imply meaning of the word</li> <li>• Students are able to identify negative expression</li> <li>• Students are able to identify expression of uncertainty, suggestion, agreement, surprise, emphatic, and wishes.</li> </ul> <p>3.2.Spoken text or academic lecture</p> <ul style="list-style-type: none"> <li>• students are able to get the main idea/ topic of spoken text/ academic lecture</li> <li>• Students are able to find the general and specific information and answer in order</li> <li>• Students can draw the conclusion</li> </ul>
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### 11.7. THE ASSUMPTON AND THE HYPOTHESIS

Then, there are three hypotheses in this study. These hypotheses based on the theories stated in this research quoted from some researches before. The hypothesis can be read in the statements below:

Ha1: There is a significant influence of listening strategies on students' listening comprehension at English study program in Islamic University of Riau.

Ha2: There is a significant influence of listening anxiety on students' listening comprehension at English study program in Islamic University of Riau.

Ha3: There is a significant influence of listening strategies and listening anxiety on students' listening comprehension at English study program in Islamic University of Riau

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