

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

A fundamental language skill that enables language learners to engage with others and receive information is listening (Chou, 2019:1). The capacity to listen is crucial since listening is a crucial part of people's daily communication and academic process (Shepherd, 2010). Speaking, writing, and reading take up a smaller percentage of people's time than listening does (Wolvin & Coakley, 1996; Yook, 2012). Students in grade 12 who spend the majority of their daily communication time listening can also benefit from it (Goodlad, 1983; Steil, Barker, & Watson, 1983). Thus, one of the most crucial components of students' daily learning that can have an impact on academic progress is listening (Buttery, 1990). Additionally, listening is a crucial skill for students to develop for both their current academic work and their future careers (Vandergrift, 2007 in Seo, Taherbhai and Frantz, 2016:47).

Anxiety is the continual tendency to feel worrying in certain the situations (Spielberger, 1983 in Zhang, 2013:165). Foreign language anxiety is a negative aspect of emotion especially related to foreign language studying (MacIntyre and Gardner, 1994 in Liu and Yuan, 2021:1). Since anxiety is a type of affective filter, listeners who are more anxious limit themselves from understanding input, which results in poorer listening performance. Meanwhile, increased anxiety can easily divert attention and impede the regular process of listening comprehension (Xu, 2016 in Tahnuji, 2019:1).

Elkhafaifi (2005) in Kimura (2017:143), tested the connection among (a) second language listening anxiety and second language listening performance and (b) second language listening anxiety and final listening course ratings with 233 American Arabic students. He concluded that improved anxiety may want to affect student performance and studying. Cupurdija, Marija (2012) have observed that male and female have different levels of tension. He concluded

that listening anxiety can be reduced by the usage of more effective listening strategies, that's any other cause why FL students can advantage from strategy-based instruction in each high school student at Donji Miholjac.

In Taiwan Listening anxiety is relatively high in senior high school students, especially stemming from low self-belief in understanding spoken English and when their listening comprehension is assessed. But, Horwitz, e/n/. (1986, p. 131) in Chang, (2008:21) points out, "so long as foreign language studying takes place in formal school rooms in which assessment is closely related to performance, anxiety tends to develop constantly." He can see learners' listening anxiety in real-life situations, which may be very different from anxiety in classroom.

The factors listening anxiety and worry of negative assessment, concern about inadequate knowledge, and lack of self-confidence can prevent students' efforts to gain educational success, training plans and various exercises have to be done to govern and reduce the important elements of students' anxiety in English class and anxiety in listening ability at Shokouh language institutes placed in Sari, Ghaemshahr, Babol, Babolsar, and Amirkola in the summer trimester of 2016 (Galın Mahdinejad Gorji, et. el, 2017:24). The ratings of students' listening anxiety at school and listening comprehension at SMAN 1 Bunut, Indonesia had been included in that category on the "bad" level. In addition, the dominant element of students' listening anxiety is worry (Tahnuji, 2019:46). Language anxiety was put to the test in foreign language schools by Horwitz et al .(1986). They describe language learning anxiety in the classroom as "a specific complex of self- views, beliefs, attitudes, and behaviors related to language learning in the classroom originating from the particularities of the language mastering process."

This case not only is found in Taiwan, but this case can also be found in Indonesia, and also be found in West Sumatera Province, Kab. West Pasaman, SMA Negeri 1 Gunung Tuleh, which is one of the schools where students experience anxiety in listening to English. Which is based on observations that have been do by researcher that at the school precisely Twelfth graders experience

anxiety when listening to English caused by several factors, both from within the student and from outside such as parents, family, environment, teacher, school, and the other. Their school does not provide support for them, so they do not like the English lesson which causes them to be anxious when the teacher gives a test in form of listening.

Anxiety is resulting from uneasiness, frustration, self-doubt, and worry, students feel pressured and tense because they may be permitted to capture the terms conveyed by using the speaker, tough to understand the pronunciation of the speaker, afraid while the speaker conveyed the information too fast, tension, apprehension, nervousness (Dan: 2018, Guswita and Sugirin: 2021, He: 2018 and Tahnuji: 2019).

Although there had been many studies that have discussed this topic, however, no one has discussed the anxiety caused by students who have lack of interes in learning English, because their environment there is less support for studying English and applying it to their everyday life day, and because the lack o students' vocabulary. This research is expected to reduce students' anxiety in listening to English in senior high school. The purpose of this research is to find out about the causes of students' anxiety in senior high school in English listening.

Based on the explanation above, the researcher plans to make study on the title **“An Analysis Of Students’ Anxiety In English Listening At SMA N 1 Gunung Tuleh, Kab. West Pasaman”**.

## **1.2. Identification of the Study**

Based on the background of the study which was mentioned above, some problems are identified as follows: Students' lack of interest and motivation in learning English and lack of support for students from both inside and outside to learn English.

## **1.3. The Objective of the Study**

In line with the research problem, the objective of the research is as follows: To describe the students' anxiety in English listening.

## **1.4. Limitation of the Study**

Based on the identification of problems above, the researcher limits this study is focusing on students' anxiety in English listening.

## **1.5. Problem of the Study**

The research problem of this research states by the question as follows: Why the students have anxiety in English listening?

### **1.6. The Significance of the Study**

The significance of this study will be give contribution in theoretical benefit and practical benefit

#### 1.6.1. Theoretical Benefit

The result of this study will enrich the theory of students' anxiety in English listening.

#### 1.6.2. Practical Benefit

##### 1.6.2.1. Teacher

The results of this study will enrich the teacher's theory of students' anxiety in listening to English. Teachers can also provide more support for students who have anxiety in listening to English.

##### 1.6.2.2. Students

The results of this study will give information to students on how to overcome anxiety in listening to English.

##### 1.6.2.3. Other Researcher

The results of this study will give information to future researchers related to students' anxiety in listening to English.

##### 1.6.2.4. Researcher

The results of this study will give experience and enrich knowledge about students' anxiety in english listening especially for foreign language students.