Student’s Attitude An Anxiety On Listening Class

(A Descriptive Quantitative Study Of Second Semester English Education Students’ Of UIN Fatmawati Sukarno Bengkulu).

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Abstract
This study aims to determine the form of attitudes and anxiety, and level of anxiety that experienced by students in the listening class on students’ of English Study Program at UIN Fatmawati Sukarno Bengkulu. This study uses a descriptive method with a quantitative approach of survey type. The sample in this study was the second semester students’ of English education with a total of 47 students’. The research data was taken using a questionnaire with a total of 28 items related to attitudes and anxiety. The attitude questionnaire was divided into 2 categories, positive and negative. The result of data analysis in positive statements, the average score is 3.61 (72.1%). Likewise with negative statements, the average score is 3.48 (70%). For students’ anxiety levels, based on the results of data analysis, 29 students (62%) categorized into "relaxed" and 13 students’ (28%) are "very relaxed", and only 5 students (11%) belong to the moderate level of anxiety with the predicate "Midly Anxious". Based on these results, it can be concluded that the attitude students on the listening class is positive and students level of anxiety are tend to be low and the type of students anxiety are debilitative or positive.

Keywords: Students’ Attitude, Students’ Anxiety, Listening Class

Introduction
Listening is regarded as a considerable challenge and requires more attention than any other English (Abidin et al., 2011; Sadiku, 2015). This is because the process in listening skills is complicated enough because in its process, listener need to "understand text as heard, store information in memory, integrate with what is heard and adjust their understanding of what they hear in previous knowledge and the information
that comes in. Complexity in the listening process can create anxiety on EFL learners, this in line with the opinions of Graham (2006), in Pan (2016:12), that the complexity of listening can often cause irritation and anxiety among students from a second or foreign language learner and is one of many contributing factors that can block a student's listening. According to TDK (Turkish Language Association, 2011, p.1363) anxiety is a feeling of sadness and thoughts that lead a person to feelings of worry. Anxiety experienced by EFL learners can influence their learning activities and can reduce their productivity in the English learning process. Indications that students experience anxiety during listening learning for fear of getting an unsatisfactory result. As a result, they fail to follow the learning process well because they focus on many possibilities.

The second-semester students of English study program at UIN Fatmawati Sukarno Bengkulu, currently feels difficulty in learning listening. However, each of them expressed two different opinions. First, it has been suggested that listening skills are quite difficult because of some factors: a lack of vocabulary, a lack of knowledge of proper English pronunciation and a lack of grammatical knowledge leading to their anxiety in learning a language that makes them less active in the learning process such as when lecturer give a question relating to teaching materials and when given exercise. Because of it, they hesitate to answer the question because they are afraid that their friends will laugh at them if they do the wrong answer, and when they are given exercise, they lose focus and fail to practice well. There are numerous issues that can arise during listening: audio material quality, unfamiliar vocabulary, physical conditions, problems maintaining to noise and lack of concentration. In addition, anxiety can also make the person easily feel helpless and often in a depressed state and it is difficult to concentrate, sometimes feeling so much tension that they cannot think properly (Halgin, 2012). As a result, this affects their attitudes and their attitudes tend to be negative, such as being less active in class and choosing to listen to the teacher's explanations without understanding them well and they tend to be bored in the learning process because of the difficulty it makes with understanding the content of audio being hear and they fail to follow the learning process well because it also make them felt anxious

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1 Osada, Listening comprehension research: A brief review of the last thirty years. 2004 TALK Japan.
3 Halgin, Psikologi Abnormal Perspektif Klinis pada Ggngguan Psikologis. (Jakarta: Salemba Humanika. 2012)
about the lesson and affect their learning. These concerns if not overcome, will also affect students' listening attitudes.

Students' attitude towards learning English listening becomes an influential factor that can support their learning process. Açıkgöz (2017) states that student attitudes are one of the variables that affect the success of education on several elements such as subjects, schools, teachers and so on. Thus, if students have a positive attitude towards education, their success will increase, and conversely, if students' attitudes tend to be negative, their level of success in learning can decrease. When students' attitudes tend to be positive, students will like and be enthusiastic in learning because they are full of curiosity and motivate them to study more actively and seriously, while when students' attitudes are negative, students’ tend to be lazy in learning and they don't like the subject. and will reduce their learning motivation. People will determine their attitude will tend to accept or reject based on their assessment of certain objects, useful or valuable to them or not. If the object is rated "good for me" then he will tend to have a positive attitude, but if the object is rated "bad for me" then he will tend to have a negative attitude (Winkel, 2004).

This study aims to find out what type and level of anxiety that experience by second semester EFL students’ of English study program at UIN Fatmawati Sukarno Bengkulu, and what attitude they implement in their listening class.

Method

In this study, researchers used a survey method and using a descriptive quantitative approach. The primary data in this study, the primary data are from the distribution of the questionnaires and the secondary data obtained through books, internet articles, journal and other sources that are not directly given to the researcher. The sample of this research was 47 students’ from English Education Study Program of UIN Fatmawati Sukarno Bengkulu. The instrument of this research was the questionnaire from AMTB by Gardner for attitude and FLCAS questionnaire by Howritz for anxiety.

The researcher went through several stages in the data collection process. First, researcher distributed the questionnaire by using Google Form, then the students

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4 Açıkgöz, İş birlikçi öğrenme kuram araştırıma uygulama. (Malatya: Uğurel Matbaası, 1992)
5 Winkel, Psikologi Pengajaran, (Yogyakarta: Media Abadi, 2004) h. 117
complete the questionnaire by responding to each statement with the appropriate response based on the scale option (Likert Scale 1-5)., after the students answer the questionnaire, then researcher collected the results and then analysis it. In analyzing the data, for the attitude questionnaire researcher analys the mean score of each questionnaire item then analys the total mean score with thje total percentages of the answer. For anxiety questionnaire, researcher analys the total percentage answer of all item in the questionnaire sheet than researcher catgorize the answer to 5 categories of anxiety.

Findings and Discussion

1. Type of Students’ Attitude Towards Listening Class at UIN Fatmawati Sukarno Bengkulu

   a. Data Summary of Students’ Attitude

   "Chart 1. The Comparative Between Students Positive and Negative Attitude"

Based on the data above, the results of the analysis of the findings show that students’ attitudes are relatively good in learning English listening. In the diagram above, it can be seen that the type of positive attitude obtained an average value greater than the negative category. Students are more dominant in the positive attitude type with the highest average score of 3.61 and the negative category with the lowest average score of 3.48.

After looking for the total average score, the researcher looked for the total percentage of answers from the types of positive and negative attitudes. The results of the percentage analysis can be seen in the following diagram:
Chart 2. The Type of Students’ Attitude with Positive and Negative Attitude

The data above shows the results of the analysis of the findings that students' attitudes are relatively good in learning English listening. In the diagram above, it can be seen that the type of positive category obtained the highest percentage than the negative category. Students are more dominant in the positive attitude type with the highest percentage of 72.1%, and the negative category with the lowest percentage of 70%.

Based on these results from mean score and results percentages, the researcher concluded that the students responded well to the listening class. They have the desire and motivation to improve their listening skills so that by increasing and increasing their listening skills, it will help them in many ways such as gaining new knowledge and can help them increase their knowledge of vocabulary, grammar and correct pronunciation and help them to communicate well with fellow friends and with native English speakers.

b. Students’ Anxiety Type and Students Anxiety Level on Listening Class at UIN Fatmawati Sukarno Bengkulu

a. Level of Students’ Anxiety on Listening Class

To determine the level of student anxiety, the researcher used a questionnaire sourced from the FLCAS Questionnaire by Howritz which consisted of 33 statement items, and in this study, the researcher only took 15 statement items. To determine the level of anxiety of students in the listening class, the authors assess and categorize each student based on their responses in the research
questionnaire, the results of the assessment and categorization of students' anxiety levels can be seen in the table below:

**Table 1** The Results of Students’ Anxiety Level on English Listening Class

<table>
<thead>
<tr>
<th>Range</th>
<th>Category of Anxiety</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Very Anxious</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>69-84</td>
<td>Anxious</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>53-68</td>
<td>Midly Anxious</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>37-52</td>
<td>Relaxed</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td>21-36</td>
<td>Very Relaxed</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table of results of the foreign language class anxiety scale above, the authors found that 5 students with a percentage of 11% experienced a moderate level of anxiety with a score range of 55-68. Then 29 students with a percentage of 62% belong to the relaxed category with a score range of 108-123, and finally 13 students with a percentage of 28% belong to the very relaxed category with a score range of 21-36, which means, for students who are classified as relaxed and very relaxed they do not experience any anxiety or worries while in listening class.

b. Type of Students’ Anxiety on Listening Class

The type of anxiety of English students in listening class is determined from the total percentage of answers in the level of anxiety. Based on the results in table 1 above, it can be concluded that the type of anxiety experienced by students is facilitative anxiety because the dominant students answered in the "relaxed" category with a total of 29 students (62%).

The first thing that will be discussed is the attitude of students on listening class. Attitude is one of the factors that can affect the student learning process. This is in line with the opinion of Açıkgöz (2017) which states that student attitudes are one of the variables that affect the success of education on several elements such as subjects, schools and teachers. Attitudes are not innate but are shaped by the environment and the experience gained by a person who is learned through personal experience and the environment in the socialization process. Arkonaç, (2001). Stating that individuals regulate attitudes based on

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6 Açıkgöz, İş birlikçi öğrenme kuram araştırması uygulama. (Malatya:UGHREL Matbaası, 1992)
their experiences, knowledge, emotions, and motives in relation to objects, social problems, or other motives\textsuperscript{7}. Referring to the results of the analysis of data collected using the AMTB questionnaire by Gradner, there are 13 statement items, including 6 positive statements and 7 negative statements. Students give different responses to positive statements and negative statements.

A person's attitude can be taken by several factors there are 2 factors that influence a person, namely internal factors, namely those that come from within such as choice factors and external factors such as; the object, the attitude itself (or bad), the authority, the nature or group that supports the attitude, the communication medium used in conveying the attitude and the situation in which the attitude is formed. The results of data analysis showed that the majority of students answered strongly agree and agree with an average score of 3.61 (72.1\%) on positive statements and on negative statements, the majority of students answered disagree with an average score of 3.48 (70\%). This study proves that students are interested, appreciate, and enjoy the learning process in the listening class, which means that students apply a positive attitude in the listening class.

The second thing that will be discussed is the level of anxiety and the type of anxiety experienced by the students’ on listening class. Based on the results of the FLCAS questionnaire, it showed that 5 students (11\%) are included in the moderate level of anxiety with the predicate "Midly Anxious". The factors that can cause listening anxiety are speaking speed, differences in spoken language, accent, complexity and difficulty of the material, number of unknown words in the content, difficulty of syntax and grammatical structure. Several obstacles and challenges that might arise during the teaching and learning process, namely; problems listening to the texts, listening problems related to assignments and activities, listening problems related to listeners (for example: lack of knowledge of English grammar, vocabulary, correct English pronunciation and lack of concentration while studying), and teacher teaching methodologies are examples of things that can cause difficulty in learning to

\textsuperscript{7} Arkonaç, Sosyal psikoloji. Değiştirilmiş ve Genişletilmiş 2. Baskı, (İstanbul: Alfa Basım Yayın Dağıtım, 2001)
listen. Based on the results of a short interview that the researchers conducted before the study was conducted to find problems related to anxiety, they said several factors could cause their anxiety. First, they are afraid to make mistakes when learning listening because they feel that their knowledge of English such as grammar and vocabulary is still lacking. As a result, a feeling of anxiety arises in them.

This feeling of anxiety will suppress them so that they can forgot things they actually know even all the materials they have prepared and in the end they become hesitant to answer. Another reason is that when facing an exam, the work has a time limit, while the audio presented in the exam questions is classified as a fast conversation. As a result, they become less good at following the audio material to answer related questions, have difficulty concentrating and worry about not being able to finish the exam well, thereby creating anxiety in them. That anxiety can also make a person easily feel hopeless and often in a state of depression and difficulty to concentrate, sometimes feeling so much tension that they cannot think properly.

This feeling grows into the core of anxiety, when students are always afraid of making mistakes. This is because their minds cannot handle the feelings themselves, when students' minds cannot control their feelings, it will have an impact on themselves and there will be very high negative suggestions will come to their minds. The researcher believed that this negative suggestion would make it worse to the students' feelings of anxiety. When the feeling of anxiety gets worse, the fear will get bigger, when the fear gets bigger it will have an impact on students' performance when following the listening learning process in class. This is a characteristic of the debilitative type of anxiety, which is a condition that can be debilitating, if the anxiety is very high it will be very disturbing. Debilitating anxiety tends to have a negative impact on students (Scovel, in Fauziati, 2008: 79)\(^8\). The inability of students to control fear is an obstacle because students never realize if they are able to control it.

However, it is very important for students to be aware of their anxiety and be able to control these feelings and thoughts, because it is mentioned that

\(^8\) Scovel, The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research, Language Learning,.1978 28( 1)
language anxiety is one of the elements that has been identified to be a substantial barrier for EFL learners in language learning. So that when they are able to do so, they can turn this anxiety into motivation which will help them to improve their ability to control their thoughts and feelings for the better and students can also develop their abilities by improving their skills and experiences and it is mean that they have succeeded in making the anxiety as a facilitating anxiety. Scovel (1991), stated that facilitating anxiety motivates a person to learn; it directs the emotional learner to a behavioral approach. They have to practice mind control to minimize feelings of anxiety so that these feelings of anxiety do not grow bigger. Based on the results of the research in the previous chapter, 29 students (62%) were in the “relaxed” and 13 students (28%) were in the “very relaxed”, which means that most of the students could not feel significant anxiety in the listening class, and if they experience anxiety, they can manage it well so that anxiety does not affect their learning process.

This is similar to the results of a short interview that the researchers conducted with them. They said that the anxiety experienced in listening class can be overcome by increasing their knowledge of English, such as vocabulary, grammar and pronunciation. In addition, with lots of practice, anxiety can be reduced and turned into self-motivation so that they do not fail in studying, especially during exams. From these findings, the researcher can conclude that the type of anxiety experienced by students is facilitative or positive anxiety, because most of them can manage this anxiety well, it does not affect them in the learning process, and they tend to take lessons leisurely. Then, the level of anxiety they experienced can be said to be low, because a total of 42 students belonged to the relaxed and very relaxed categories, which means they did not experienced significant anxiety in the listening class.

The solution that can be conducted by students’ is that they are expected to start improving their English skills from now on, especially in English listening skills. Because they will pass many new courses, it is possible that the lecturer will explain the lesson in full English. Thus, for students who experience

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anxiety, the anxiety they experience can decrease over time and with increasing their English skills, especially in listening. For students who do not experience anxiety in learning listening, by increasing their English listening skills it can improve their performance and quality in learning.

Based on the discussion above, the researcher concludes that the attitude of the second semester students of English Education Study Program in the listening class is classified as positive, and for the anxiety of the students in the listening class, it is classified as a facilitative or positive type and the level of students’ anxiety in listening class is low because only 5 students’ that experience anxiety in the listening class with level of “Midly Anxious”.

Conclusions and Suggestions

Based on the results and discussion in the previous chapter, the following conclusion are: For students’ attitude towards listening class on second semester English Education Department at UINFAS Bengkulu had positive attitude and the students’ level of anxiety are low and the type of students’ anxiety are debilitative or positive.

For the suggestions, the researcher would like to give some suggestions as consideration for lecturer, students’ and further researcher.

1. For the lecturer: Lecturer must be able to recognize any anxiety experienced by their students in order to overcome their anxiety in listening learning process because this anxiety will affect their attitude at the same time.

2. For the student: The researcher hope that students are able to maintain their attitudes and they can improve their attitude more better again. For students who still experienced a little anxious, the researcher hope that students’ can manage their anxiety to make it does not become higher so that it can interfere their learning process and their performance in learning.

3. For further researchers: Researcher hope that this research could be a reference and source for further researchers who conduct the research related to Students’ Attitudes and Anxiety on Listening Class, and researcher also hope this research could also help them in conducting the research for getting the better research results than the researcher have done.
REFERENCES


