



Listening Anxiety Faced By English Language Education Departement Students in Learning English

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Abstract: This study aims to find out listening anxiety faced by English Language Education Departement students in learning English. Researcher aimed to determine the listening anxiety which faced by students in English learning in seventh semester of *Tadris Bahasa Inggris* in STAI Rasyidiyah Khalidiyah Amuntai.

Researcher use qualitative methods with a narrative approach. In data collection, researcher used observation, interviews and narrative framework can serve as a structured tool for participants to share their personal experiences. The collected data is analyzed by reducing data, presenting data, data display and conclusion.

This research found listening anxiety faced by English Language Education Departement students in learning English experience various types of listening anxiety, including Foreign Language Listening Anxiety (FLLA), General Listening Anxiety, Performance Anxiety, Social Anxiety, and Situational Anxiety. This anxiety especially arises when faced with unfamiliar accents, too fast speech speeds, as well as in demanding academic situations. Factors that cause listening anxiety include: a. internal factors, such as a lack of self-confidence, limited vocabulary, and fear of making mistakes. b. External factors, such as learning environment are not conducive, academic pressure, accent, and speaker's speaking speed. And strategies for solving listening anxiety including: a. metacognitive strategies likes planning and managing the listening process. b. Practice regular listening with a variety of materials, such as podcasts and songs. c. Boosts self-confidence through relaxation techniques and social support. Acceptance of mistakes and learning from previous experiences.

Keywords: Listening, Anxiety, Learning English.

A. Introduction

Listening skills are crucial in foreign language learning, especially in English. At the university level, particularly in the English Language Education Departement (Tadris Bahasa Inggris or TBI), listening skills are one of the key elements that students must master. However, many students experience listening anxiety, which can hinder their learning process. This anxiety often affects their ability to comprehend material, as well as reducing their concentration and motivation to learn (Aigou, 2019). According to Bramantya (2021), listening anxiety often arises due to students' inability to understand the material conveyed through audio due to speech that is too fast and an unfamiliar accent. Similarly, Nurkhamidah (2020) found that listening anxiety among Generation Z students is caused by a lack of vocabulary, fear of making mistakes in answering questions after listening, and a lack of confidence in interpreting the material. These factors reinforce the findings that listening anxiety is a serious issue among students.

Adnan, Marlina, and Shawfani (2019) found that advanced-level students at Universitas Negeri Padang also experienced listening anxiety, mainly due to difficulties in understanding unfamiliar accents and words. They also stated that this listening anxiety can negatively impact students' academic performance, particularly in advanced listening skills. Anxiety specially related to listening hinders students angagement in language learning as the may feel overwhelmed by the challange of processing information quickly and accurately in English (Adnan, 2019).

In the context of listening comprehension, Brown (2006) explains that there are micro and macro skills that need to be mastered. Micro skills include the ability to understand detailed information, recognize words, as well as identify intonation and pronunciation patterns. Meanwhile, macro skills encompass the ability to grasp the overall meaning, follow the main ideas, and make inferences from the information heard. By mastering both types of skills, students can be more effective in understanding the learning material. In facing listening anxiety, students can use a variety of strategies that have been shown to help reduce anxiety and improve comprehension. Some strategies include preparing properly before a listening session, relaxing using specific techniques, and seeking social support from friends or lecturers (Graham, 2011).

Recent research by Şen (2022) found that using metacognitive strategies such as planning, monitoring, and evaluating the listening process can significantly help students reduce listening anxiety. Meanwhile, Ali and Afshar argued that students' self-efficacy or confidence in their own abilities also plays an important role in reducing listening anxiety and improving academic performance (Ali and Afshar, 2021). Furthermore, a long-term study by Graham showed that regular listening practice and gradual exposure to various accents and speaking speeds can help students adapt to listening challenges, thus reducing their anxiety (Graham, 2011).

In initial observations conducted by the researcher on 7th-semester students in the English Language Education Departement (TBI), several students revealed that they experience anxiety during listening sessions in English classes. Students reported feeling anxious about not being able to understand the audio well, especially when the audio has a fast speech rate or an unfamiliar accent. Additionally, the fear of making mistakes in answering questions after the listening

session further heightened their anxiety. This acknowledgment provides a clear picture that listening anxiety is a direct challenge faced by students in learning English.

In the English Language Education Department (TBI), the listening course system involves the use of audio materials in which students are required to listen carefully and answer questions related to the content they hear. The audio materials are typically designed to represent real-life English language contexts, which may include various accents, speech rates, and vocabulary levels. In addition, students are often evaluated based on their comprehension accuracy and ability to provide correct answers within a limited timeframe.

B. Methodology

This research uses a qualitative research design with a narrative approach. Moleong states that qualitative research is research that intends to interpret phenomena experienced by research subjects such as behavior, perception, motivation, action, and others, holistically, and by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods (Moleong, 2016). The goal of narrative research is to understand people's stories about their lives, cultures, and societies. This is a qualitative study methodology.

Narrative qualitative research is a method that aims to investigate and understand an individual's experience in depth, with a focus on the participant's. The subjects of this research are two students from the 7th semester of English Language Education Departement at STAI RAKHA Amuntai, South Kalimantan, who have experience of hearing anxiety in learning English. The object of this research is listening anxiety experienced by 7th semester students in learning English at English Language Education Departement at STAI RAKHA Amuntai.

Personal stories or narratives related to listening anxiety in English language learning. This research uses interviews and narrative frameworks as instruments. Then the two instruments were used to explore the origins and forms of listening anxiety in students. The data obtained is in the form of words or texts, which are then analyzed thematically to get an in-depth picture of this phenomenon of listening anxiety. The results of the analysis are presented in the form of descriptions or themes, followed by in-depth interpretations to capture the meaning of the participants' experiences. The researcher also reflected on the data obtained with the results of previous research from experts. The final results of this qualitative research are presented in the form of a comprehensive written report (Creswell, 2017).

C. Finding and Discussion

Researchers conducted research at STAI Rakha Amuntai by exploring the anxiety experience of listening to English Language Education Department Students. The students studied are students in the 7th semester. The total number of students is 23. In this case, the researcher only took two students. These students are students who have completed three Listening courses. The researcher conducted an interview with each selected student. They are students who have experienced listening anxiety. Researchers also provide a narrative

framework to students to be filled in based on the student's listening anxiety experience

In that case, researchers conducted a study related to listening anxiety by English Language Education Department Students. The things that researchers found in the research include:

1. Types of Listening Anxiety

Several students of English Language Education Departement at STAI RAKHA Amuntai experienced listening anxiety. Researcher found listening anxiety based on interview results and narrative framework. From the results of the interviews and the narrative framework, the types of listening anxiety found were:

a. Foreign Language Listening Anxiety (FLLA)

Students feel anxious when they have to listen to audio in English, especially if the audio is used in tests or academic exercises.

Example:

P1 has difficulty hearing audio.

P2 feels anxious when audio is used for assessments such as midterm or final exams.

b. General Listening Anxiety

Students are worried about answering questions that are based on the audio they hear.

Example:

P1 does not feel anxious in this aspect.

P2 feels anxious if they have to answer questions based on audio.

c. Performance Anxiety

Anxiety arises in high-pressure situations, such as exams or presentations.

Example:

P1 feels a little nervous during the exam.

P2 feels very anxious because they are afraid of not meeting academic standards.

d. Social Anxiety

Students feel afraid of being judged negatively by friends or lecturers in group discussion situations.

Example:

P1 feels less active in the discussion because of anxiety.

P2 is afraid of being considered incompetent by friends and lecturers.

e. Situational Anxiety

Anxiety increases when faced with a certain accent or a speech speed that is too high.

Example:

P1 feels more anxious when he speaks too fast.

P2 finds it difficult to understand British accents.

2. Factors Causing Listening Anxiety

Several students of English Language Education Departement at STAI RAKHA Amuntai experienced listening anxiety. This anxiety is also by certain factors. In this research, researcher found various factors that caused the listening anxiety based on interview results and narrative framework. The factors that cause listening anxiety are categorized as follows:

a. Internal factors

1) Lack of confidence

Students who feel less confident in their listening abilities are more likely to experience anxiety. Uncertainty about their understanding of spoken language can lead to tension while listening.

P1 Lack of confidence because they have not studied enough.

P2 Feel that their abilities are inadequate compared to the academic environment.

2) Fear of making mistakes

Worries about misunderstanding information or making errors when answering questions often trigger anxiety. Students feel that mistakes will negatively impact their assessments

P1 Not afraid of making mistakes.

P2 Feeling worried about being wrong in answering questions.

3) Vocabulary limitations

Limited vocabulary and unfamiliar topics increase anxiety as students fear misunderstanding or failing to keep up with complex material.

P1 and P2 Have difficult understanding unfamiliar vocabulary, especially if the pronunciation is different from the writing.

b. External Factors:

1) Unconducive learning environment

An uncomfortable classroom atmosphere, such as overly formal teaching or lack of interaction, can increase anxiety. An unsupportive environment can hinder students from participating actively.

P1 and P2 Noisy or unsupportive atmosphere can affect their focus.

2) Speech speed and accent

The speaking speed of native speakers and the diversity of accents can also trigger anxiety. Students often find it difficult to follow fast-paced conversations or those with unfamiliar accents.

P1 and P2 Have difficult understanding audio with difficult accents and speeds.

3) Complex teaching materials

Teaching strategies and listening materials that are overly complex or irrelevant to students' interests can amplify anxiety. Factors such as unclear instructions, challenging accents, or fast-paced speech are particularly problematic.

P1 feel helped by lecturers who provide exercises according to ability, but sometimes anxious if the material is too fast.

P2 felt helped by the lecturer's strategy that provided many practice tasks.

4) Academic pressure

In academic listening classes, students feel pressured to quickly comprehend and respond accurately. Hidayati notes that this pressure can raise anxiety levels, especially when students face evaluations.

P1 and P2 feel overwhelmed by the limited time to understand the audio and answer questions during the exam.

3. Strategies for Coping with Listening Anxiety

Students who have listening anxiety and factor that use anxiety need to be addressed. Therefore, researcher also conducted research on strategies used to

overcome anxiety by English Language Education Departement students. Participants stated several strategies that they usually use to overcome the anxiety in interview and narrative framework.

Students use a variety of strategies to deal with listening anxiety, such as:

a. Metacognitif strategies

Developing metacognitive awareness in the listening process, such as planning, monitoring, and evaluating their understanding. Research shows that this approach can significantly help students reduce listening anxiety. Read the questions first before listening. Planning by opening the previous exercise material.

P1 *Listen to songs in English before class.*

P2 *Self-training at home.*

b. Routine Listening Practice

Engaging in routine listening practice with various types of oral texts can help students become accustomed to spoken English. This practice can reduce anxiety and improve listening skills.

P1 *Listen to songs once a week.*

P2 *Workouts every day at a short duration using podcasts and simple audio.*

c. Increased Confidence

Using relaxation techniques and positive thinking to boost confidence. Students can practice speaking in English in a safe and supportive environment to build their self-assurance.

P1 *uses relaxation techniques such as deep breathing.*

P2 *does not use formal techniques but focuses on intensive training.*

d. Acceptance of Mistakes

Understanding that mistakes are part of the learning process and not something to be ashamed of. Encouraging students to view mistakes as learning opportunities can reduce the pressure they feel while listening.

P1 and P2 *Repeat the audio to understand the parts you don't understand.*

e. Social Support

Astrid et al. recommend seeking support from peers or instructors, which provides encouragement and reduces feelings of isolation. Collaborative listening activities also help students build confidence.

P1 *studied with friends to ask questions and discuss listening comprehension tricks.*

P2 *received support from lecturers and teachers who encourage them to improve their listening skills.*

D. Conclusion

Based on the research findings, it can be concluded that students of the English Language Education Study Program at STAI Rakha Amuntai experience various forms of listening anxiety. These include Foreign Language Listening Anxiety (FLLA), General Listening Anxiety, Performance Anxiety, Social Anxiety, and Situational Anxiety. Such anxiety tends to emerge particularly in situations involving unfamiliar accents, rapid speech, and high academic demands. Several factors contribute to the emergence of listening anxiety. Internally, students often struggle with low self-confidence, limited

vocabulary, and a fear of making mistakes. Externally, anxiety may be triggered by an unsupportive learning environment, academic pressure, as well as the accent and speaking speed of the speaker. To cope with these challenges, students employ a range of strategies. Metacognitive strategies, such as planning and managing the listening process, are commonly used. Additionally, students practice listening regularly through various media, including podcasts and songs. Building self-confidence through relaxation techniques, seeking social support, and developing a mindset that accepts mistakes as part of the learning process also help them manage their anxiety more effectively.

This study has several limitations that should be acknowledged. First, the research employed a qualitative narrative approach, which focuses primarily on individual experiences, making the results highly subjective and context-specific. Second, data collection relied on interviews and narrative frameworks, which depend on the participants' ability to express their experiences honestly and reflectively; this may lead to bias or inaccuracies if participants are not fully open or self-aware. Lastly, the study focused solely on listening anxiety and did not explore the interaction between listening anxiety and other language skills, such as speaking, reading, and writing, which could be interconnected.

Based on the research conclusions, the researcher offers several suggestions for both students and teachers. For students, it is recommended to enhance their listening routines by using various types of materials, including audio with different accents, and to apply metacognitive strategies such as planning before listening and evaluating comprehension afterward. Students are also encouraged not to be afraid of making mistakes and to view them as valuable learning opportunities. For teachers, it is suggested to create a conducive learning environment by reducing external distractions and providing audio at a pace suitable to students' abilities. A gradual approach, from simple to more complex materials, can help students adapt to different accents and speech rates. Additionally, teachers are encouraged to offer emotional support and motivation through constructive and encouraging feedback.

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