LISTENING ANXIETY AND LISTENING COMPREHENSION PERFORMANCE ACROSS DIFFERENT GENDER AMONG THE FIRST YEAR STUDENTS OF VOCATIONAL HIGH SCHOOL

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Abstract

This study aimed to investigate the correlations among anxiety, listening performance and gender in Vocational High School. The data was taken from the first year students of SMKN 1 Panggungrejo by using Foreign Language Listening Anxiety Questionnaire (FLLAQ) that consisted of 33 five-Likert items. These FLLAQ were administered to 76 students of the first years of SMKN 1 Panggungrejo Blitar, Institution Financial and Accounting Department and Light Vehicle Engineering Department. The result of this study was there ere 51% of the students who had undergone the listening anxiety while listening to English. It is 39 students. The questionnaire consisted of 33 items so the score ranging from 33 to 165. So, 38 students felt their listening anxiety and the rest, 38 students, felt low listening anxiety. From the statistic description of anxiety in listening and the test result of students' listening comprehension can be deduced that if the students' listening anxiety is higher, the students' listening comprehension achievement is also getting higher. There was low correlation between listening anxiety of students with their listening comprehension performance. It is noted that between gender and students' listening anxiety, there was no significant correlation between. A significant correlation can be stated between students' gender and listening performance.

Keywords: anxiety, gender, listening comprehension.

INTRODUCTION

Listening skill is accepted to be the hardest and complicated skill in foreign language learning compared four basic language skills. Listening as receptive skill, besides reading, allows recognition of language input and give in learning comprehension, while writing and speaking skill, as the creative skills provide the production of language produced to deliver messages. Listening is the natural outpost to speaking. The naturalistic acquisition and first phase of language development in one's first language to other language are dependent on listening (Nation and Newton, 2008:17).

Listening skill in its activity is significant in the language learning in the class because the class provides input to the students (Rost, 2011:146). Mendelsohn (1994) as cited in Sa'diyah (2015: 53) states that listening as the significant role in communication. It takes up 40-50%; while reading 11-16%;, speaking 25-30%, , and 9% in writing. It is supported by Harmer (2007:133) who stated that learning listening is also good for students' pronunciations, the more they hear and understand English being spoken, the more they learn exact pitch and intonation, stress and the sound of a single word and blend together in a speech. From these statements it can be determined that listening becomes a very fundamental factor in the achievement of the communication both in a communication and in the class learning. Although listening as the input process of communication, it is felt by the English foreign language learners that it is hard to understand and learn it. The arduous state like what

undergone by the learners in listening class or test can induce listening anxiety that can influence their listening performance.

The researcher tried to study about the anxiety experienced by the first year students of vocational high school. Considering listening in Indonesia is also tested in the last examination for vocational and senior high school students. According to the writer, it is really important to investigate the major feelings of anxiety which appear in listening section. It can be the predictor of the students' listening comprehension achievement that is getting lower. Listening comprehension is the hardest skill than the others. In fact listening anxiety is the most attenuated anxiety in FL learning. Vocational High School has different departments which also determines the students who join in certain department; whether male or female students in certain department. The study is aimed to find out the relationship between students' listening anxiety and their listening comprehension performance, and the relationship between the across gender of the first year students' toward their listening anxiety and their listening comprehension performance. The first year students consists of 38 students of Institution Financial and Accounting Department and 38 students of Light Vehicle Engineering Department in SMKN 1 Panggungrejo.

This study immersed to the state of the correlation among the students' anxiety in their listening test they faced and their listening comprehension achievement across their gender. This study is supposed to give theoretically and practically for the researcher, the students, the teachers and the future researchers. This research presents precious information in knowing deeply their students' state, particularly the first year students of SMK Negeri 1 Panggungrejo. So they can solve the problems occur related to listening anxiety. It also give the teachers a reference to be more mindful to deliberate the apprehensive feelings when they are teaching in the class and in the learning process with their students. This study is also expected to contribute for better understanding and valuable information to the students of vocational high school, particularly the first year students of SMK Negeri 1 Panggungrejo. They are supposed to be accustomed in facing their anxious feelings when doing listening test or joining their listening section in their class. They can reduce their anxiety gradually in their listening class. This research provides the information for other researchers about listening anxiety on English language learning. This research is also supposed to provide precious information about the disinclined influence while having listening comprehension test. Precise learning strategies must be obtained to accomplish the anxious feeling faced by the students while they are joining the listening comprehension class.

There are several objectives that are expected to be achieved from this research: to inquire significant correlation between students' listening anxiety and their listening comprehension performance, the across gender of the students and their anxious feeling, and also their listening comprehension achievement.

Kim (2000: 97) investigated about foreign language listening anxiety. This research used the quantitative and qualitative method. His study entitled "A Study of Korean Students Learning English". There was a negative correlation between FL listening anxiety and FL listening performance in Kim's study. Listening anxiety had important relation to both FL anxiety and listening proficiency. Other study was done by Elkhafaifi (2005). He uncovered 233 of Arabic post-secondary students. Elkhafaifi gave the title of his study "Listening Comprehension and Anxiety in the Arabic Language Classroom." Elkhafaifi evolved FL listening scale (FLLAS) to appraise FL listening anxiety in north American universities. There were prominent and negative correlations found among listening anxiety, FLLA and selected demographic variables. In 2014, Karlina studied about the similar topic. It is entitled "The correlation among Listening Comprehension Achievement, Learning Strategies, and Anxiety of the Fourth Semester Students of English Education Study Program, Baturaja University". There were 122 students who implicated in her research. They were given a test consisted of listening comprehension section and they had to answer two questionnaires. She applied FLLAS and English Comprehension Strategy Scale for accumulating the data,. The result of her study was; there was a positive correlation between strategies used in the learning English and listening comprehension performance. A negative correlation between anxious feeling of the learner and learning strategies used, and a negative correlation between anxiety and listening comprehension achievement were also found as the other results in her research.

METHOD
In this study, the researcher applied quantitative research. Correlational design and ex post facto were used. The reason in determining correlational design was because of the purpose of this study. It was to conceive about the correlation between across different gender of the students' anxious feeling while joining the listening test and their listening comprehension achievement after getting the result of the test. Correlation research is a part of descriptive research design. Latief (2017: 112) stated that this research is applied to accumulate the correlation between two or more continuous variables.

The researcher applied a questionnaire to acknowledge the listening anxiety undergone by the students. Next, the researcher used Toeic Bridge by Educational Testing Service (ETS) to get the students' comprehension

performance. In the next steps, the reseacher applied SPSS 23. It was done to analyze the correlation among the variables. The reseacher got the data, as the result of the questionnaire given to the samples, and listening comprehension test result. The result's explication and the interpretation was discussed in the last step.

The population of this study is the first year students of SMK Negeri 1 Panggungrejo from two departments: Institution Financial and Accounting Department and Light Vehicle Engineering Department. There are 382 students of the tenth grade. There are four departments at SMK Negeri 1 Panggungrejo school year 2018/ 2019: Light Vehicle Engineering, Online Business and Marketing, Computer and Network Engineering and Institution Financial Accounting. The sample of this study are the students of class X Institution Financial Accounting 2 and two students from X AKL 1; X Light Vehicle Engineering 1 that consists of 35 students, added three students from X TKR 2. So the samples consist of 38 females students and 38 male students. It is 20% from the whole number of tenth grade students of SMKN 1 Panggungrejo. Williamson (2007: 108) stated that simple random sampling is the most basic of the probability sampling plans, and the others involve some form of it. A simple random sample is one of each element of the population. Every element of the population has an equal opportunity of being counted. In fact, the best way in determining sample is like stated by Williamson; all the population have same chance to be chosen as the samples.

The instrument of this study was Foreign Language Listening Anxiety Scale (FLLAS); it was made by Kim (2000) and it was a kind of a certain design of questionnaire in quantifying the listening anxiety felt by the students who join listening class especially for the foreign language learners. It has 33 items in a questionnaire. This FLLAS questionnaire performs five points Likert-scale. The range is started by 1 which represents truly disagree to 5 that indicates to truly agree. It can be defined as: the students' answers indicates the least anxiety accepted 1 point, and 5 point is accepted when their answers indicates the highest level of anxiety.

TOEIC Bridge Test, Listening Comprehension, was applied for the samples. It is one of an English language test given to the learners or test takers whose native language is not English. This test is for the commencement or beginning level to lower or under-intermediate level. The TOEIC Bridge test extends a trustworthy and legitimate indication of learner's English abilities. TOEIC Bridge is different with TOEIC. TOEIC Bridge is expanded for the English beginning learner to lower-intermediate learners. It is not as difficult as the TOEIC test. The researcher took TOEIC Bridge as the instrument because Vocational High School examination test in the last grade took TOEIC test that have to be done by the students in their last examination. TOEIC Bridge Test would be precise if it is given to the first grade students of Vocational High School. TOEIC Bridge Test consists of 100 questions. Listening section consists of 50 numbers and 50 questions are for reading section. Listening section has to be finished in 25 minutes. Listening section consists of Photographs as the 1st part, Question-Response is the 2nd part and Short Conversations and Talks are given in the 3rd part. There two parts in reading section of this test: Incomplete Sentences are given in the 4th part and the last part, part 5 is Reading Comprehension.

The FLLAS used in this study consists of 33 Likert-scale items. 5 point represents strongly agree, 4 point indicates to agree option, 3 point represents no idea, 2 points indicates disagree and the rest, 1 point represents strongly disagree. The using of FLLAS questionnaire is to get to know the samples' measurements about their listening anxiety.

To appraise the validity of the questionnaire, the researcher allot it to the students as the samples. The reseacher used correlation Pearson Product Moment in SPSS version 23 to analyze it. Reliability indicates the listening assessment result's level of veracity in delineating the listening comprehension achievement. Latief (2016: 226) stated that if the output properly indicates the right degree of the skill which is appraised, the outcome of the language skill will has reliability.

The questionnaire was FLLAS that has its three instruments: factor or element analysis, internal consistency and test-retest reliability (Kim: 2000). The assessment for reliability for internal consistency is 0.93 and test-retest reliability is 0.84. The researcher applied means of split half in SPSS in acquiring the questionnaire's internal consistency reliability.

Table 1- Reliability Statistic

	N of Items.
.902	33

The value of Cronbach's alpha is 0.902. The r$_{table}$ is 0.2227; in significant level of 0.05 with n=33. It can be deduced that the questionnaire is reliable because the r$_{test}$ (0.902) > rtable (0.2257).

The researcher used some steps in describing conclusions from the data obtained:
1. To gain the prevalent degree of anxious feeling faced by the students while they were joining the listening test and their listening comprehension achievement as the result, descriptive statistic was used by the researcher.

Pearson Product Moment was also applied. It is done to assign the correlation between the samples' listening anxiety and their listening comprehension achievement.

2. The relationship between students' gender and their listening anxiety, and the relationship between the students' gender and listening comprehension achievement were found out by using Point-Biserial correlation.

3. Then, the reseacher used Independent Sample t-test and regression analysis for comparing the means of samples' listening anxiety and their listening comprehension achievement levels,. It was also to decide the result of listening anxiety that had been got by giving the questionnaires; to the results of listening comprehension achievement between two different gender groups.

4. The reseacher used Pearson Product Moment (r) in investigating if there is a significant correlation between samples' anxiety and their achievement in their listening comprehension achievement. To determine the coefficient that indicates the level of percentage contribution of X to Y variable, can be read in formula below:

RESULTS

In achieving the listening anxiety of the first year students, the mean and SD (standard deviation) are calculated in the early part of the questionnaire. It can be deduced that the higher score the samples got became the higher anxiety level they faced.

There are 33 questions in the questionnaire were distributed to find out the condition of the students' feeling and anxiety when they were listening to English. In the questionnaire given to the students, represented factors which made them feel anxious. The highest score was 155 and the lowest was 67 and as the mean score was 114.26. Meanwhile the median of the scoring scale is 119, and it is stated to define the high and low anxious feelings that felt by the learners. The learners who had highly anxious feeling level were whose mark over or equal to the median. Then the students whose score under the median were low anxiety students.

Table 2 - The Classification of Learners Listening Anxiety Questionnaire Score

Anxiety Level	Listening Anxiety Score	Mean	Frequency	Percentage
High	≥ 119	127.55	39	51.3%
Low	˂ 119	100.46	37	48.7%
Total			76	100%

There are 51% of the students who had undergone the listening anxiety while listening to English. It is 39 students. The questionnaire consisted of 33 items so the score ranging from 33 to 165. So, 38 students felt their listening anxiety and the rest, 38 students, felt low listening anxiety.

Table 3 - TOEIC Bridge Scale Range Table

Test/Test Section	Total Score Scale Range	Minimum Score				
		A1	A2	B1	B2	C1
TOEIC® Listening and Reading Total[1]						
TOEIC® Listening	5–495	60	110	275	400	490
TOEIC® Reading	5–495	60	115	275	385	455[4]
TOEIC® Speaking and Writing[2]						
TOEIC® Speaking	0–200	50	90	120	160	180[5]
TOEIC® Writing	0–200	30	70	120	150	180[5]
TOEIC Bridge™ [3]						
TOEIC Bridge™ Listening	10–90	46	64	84		
TOEIC Bridge™ Reading	10–90	46	70	86		

[1] TOEIC® Listening and Reading scores are reported in 5-point increments.

[2] TOEIC® Speaking and Writing scores are reported in 10-point increments. No total score is reported.

[3] TOEIC Bridge™ scores are reported in 2-point increments. No total score is reported.

[4] TOEIC® Reading C1 minimum score is based on 45 percent of the panellists.

[5] TOEIC® Speaking and Writing scores were adjusted from the recommended study values.

Source: TOEIC Bridge User Guide

From the table above, can be stated that TOEIC Bridge total score scale range for Listening Section is from 10 to 90. For minimum score in A1 level is 46. If it is compared to the mean of students' listening performance result, which it is 47.44, so it is lower. The lowest score is 18, that it is lower that the minimum score of TOEIC Bridge score scale range. Male students' average was 43.72, and for female was 51.16. The highest male students' score was 57.6 and for female was 68.4, while the lowest score of male students was 18 and 37.8 for female students.

The students' listening test result belongs to group A1 (basic user) according to the Mapping of TOEIC and TOEIC Bridge score. There are six levels as the standard in grading an individual's language skill:
1.   A1 – A2 (Basic User)
2.   B1 – B2 (Independent User)
3.   C1 – C2 (Proficient User)

Table 4 - CEF Level of TOEIC Bridge Scores

Test Section	A1	A2	B1
TOEIC Bridge Listening	46	70	86
TOEIC Bridge Reading	46	64	84

The CEF (Common European Framework) stated and described the foreign-language learners' language proficiency across Europe. It provides communication among diverse part working for the development of the language. A prevalent foundation is expanded to represent the skills used by the teachers, testing organizations and curriculum designer in promoting language competence as t heir efforts.

The results had been found that 40 was the lowest score of the test and 68.4 was the highest. The students who got the best mark was female and the poorest mark was got by a male student with 18 score. The average all of the students' scores was 47.44, while the mean of females students' score was 51.16 and the mean of male students was 43.72.

From the table below, can be investigated the correlation between the samples' listening anxiety and their listening performance:

Table 5 - Correlation between students' listening anxiety and their listening performance

		Listening Anxiety	Listening Performance
Listening_Anxiety	Pearson Correlation	1	.254[*]
	Sig. (2-tailed)		.027
	N	76	76
Listening_Performance	Pearson Correlation	.254[*]	1
	Sig. (2-tailed)	.027	
	N	76	76

*. Correlation is significant at the 0.05 level (2-tailed)

Based on the table above, can be noticed that learners' listening anxiety had been indicated that positive correlation with their listening performance. The r- table with N = 76 was 0.2227 and samples' listening anxiety was 0.254, it was higher than the r-table value (0.245 > 0.2227). it means that it had correlation. If students' listening anxiety level is getting higher, their listening comprehension performance is also getting higher. The significant (2-tailed) from the table above was 0.027. 0.027 < 0.05, it can be statistically conducted that students' listening anxiety has correlation with their listening performance. Although the level of correlation was not high, it was a low correlation and can be noticed in the table below (Sugiyono, 2014: 231):

**Table 6 - The Comentation of Coefficient Correlation the Value of 'r' :**

Coefficient	Interpretation
0.00 – 0.199	indicates a extremely low correlation between X and Y variable. It is considered that there is no significant correlation in this rating.
0.20 – 0.399	indicates a low correlation between X and Y variable.
0.40 – 0.599	indicates a moderate correlation between X and Y variable .
0.60 – 0.799	indicates a high correlation between X and Y variable .
0.80 – 1.00	indicates a really high correlation between X and Y variable.

Table 7 - Students' Listening and Their Listening Performance Descriptive Statistic

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Listening Anxiety	76	67	155	114.26	1.979	17.249
Listening Performance	76	18.00	68.40	47.4395	1.16639	10.16834
Valid N (listwise)	76					

From the table above, the mean score of listening anxiety was 114.26. The minimum of students' listening anxiety was 67 while the highest was 155. With the SD = 17.25. Students' mean of listening comprehension performance was 47.40. 18 was the lowest score and the highest was 68. 40 with SD = 10.17.

Fig. 1: Scatterplot of Listening Anxiety and Listening Performance

Scatterplot
Dependent Variable: Listening_Performance
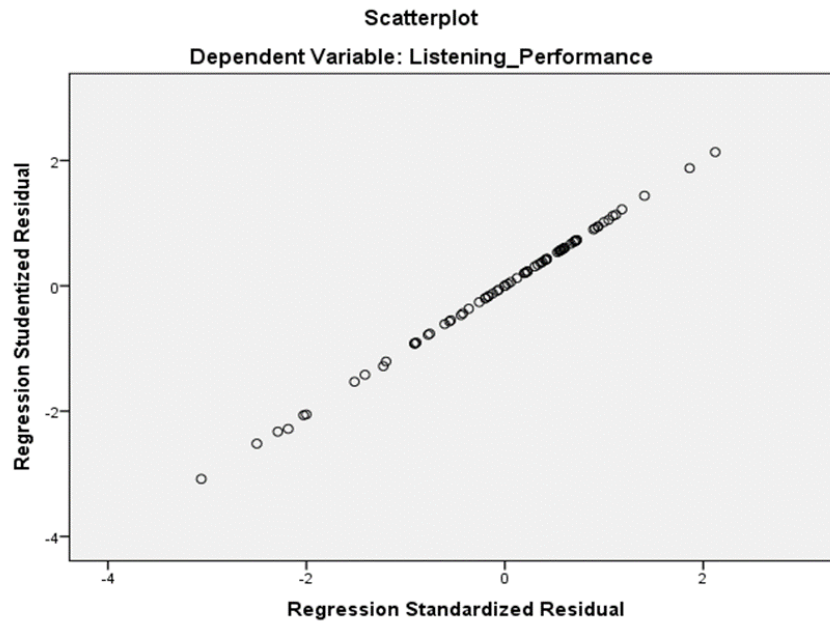
The scatterplot above indicated that if the learners' listening anxiety is getting higher, the learners' listening comprehension performance is also getting higher. It was a positive correlation. Although the students felt their listening anxiety, but they can solve and tried to motivate themselves to get better achievement.

Table 8 - Listening Anxiety and Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Listening_Anxiety	female	38	116.5000	10.68151	1.73277
	male	38	112.0263	21.87988	3.54938

From the table above, it is shown that both of female and male consists of 38 students. Female students' listening anxiety was higher than male students' listening anxiety. It can be seen from the average 116.50 (SD = 10.69) with 112.03 (SD = 3.5).

Table 9 - Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening_Anxiety	Equal variances assumed	26.162	.000	1.133	74	.261	4.47368	3.94976	-3.39639	12.34376
	Equal variances not assumed			1.133	53.688	.262	4.47368	3.94976	-3.44616	12.39353

It is stated that the significant 2 ways (t-tailed) 0.261 > 0.05 based on the table above. It can be deduced that the anxious feeling in listening section between female and male students was coincident. The results showed there was no significant correlation between listening anxiety and their gender irrespective of their grade level. This finding also cohered with Elkhafaifi's (2005) that he stated that gender did not influence the listening anxiety's level (2005: 214). In contrast with the assumption before that female students might be more possible to have higher anxiety's level, but it has been found that no significant role in it.

In determining the correlation of the students' gender with their listening performance, the researcher also used Point-Biserial correlation. Independent Sample t-test were also established to compare the means of their listening anxiety and listening achievement levels. It is also done in determining the contribution listening anxiety levels toward the students' listening comprehension performance between two different genders.

Table 10 - Group Statistic of Listening Performance and Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Listening_Performance	female	38	51.1579	5.95717	.96638
	male	38	43.7211	12.07047	1.95809

From the table above, can be stated that female students' listening performance had higher level than male listening performance. Female students' mean score was 51.1579, and the male students' mean was 43.7211, with the SD = 5.9 for female students and SD = 12 for male students.

Table 11 - Independent Sample t-Test of Listening Performance and Gender

Independent Samples Test										
		Levene's Test for Equality of		t-test for Equality of Means					95% Confidence Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening_Performance	Equal variances assumed	20.401	.000	3.406	74	.001	7.43684	2.18358	3.08597	11.78771
	Equal variances not assumed			3.406	54.015	.001	7.43684	2.18358	3.05906	11.81462

From the table, the sig. (2-tailed) was 0.001. 0.001 < 0.05. So Ho2 is rejected. Ha 2 was accepted. There is a significant correlation between across different gender and listening performance at the first year students of SMK Negeri 1 Panggungrejo.

DISCUSSION

After analyzing all the questions mentioned in chapter one by calculating the correlation using SPSS 23, there were several statements can be concluded to answer the questions:

a.   It had been noticed the low correlation between listening anxiety of students of SMK Negeri 1 Panggungrejo first year with their listening comprehension performance.

b.   Listening anxiety of females students was higher than male students.

Kim (2000: 91) revealed that tension was connected with the bad side of fear and also disenchantment in the listening test. It can be given as the example like feeling unfamiliar with the topic, had short time in understanding what were said by other people, and did not have enough prior knowledge. This research samples were the first year students of vocational high school, where in Indonesia, in the previous level of education junior

high school, there is no listening class or listening test before. So, the students felt that it was their first chance to do listening test even like TOEIC Bridge.

The correlation between students' gender with their listening anxiety had similar level. The significant 2 ways (t-tailed) 0.261 > 0.05. It had no significant correlation between listening anxiety and their gender irrespective of their grade level. Elkhafaifi's (2005) that he stated that gender did not predispose the levels of listening anxiety (2005: 214). The assumption that listening anxiety more likely felt by female students rather than male students. It was also supported in this research. Female students underwent the higher anxiety in facing listening test. Some questions were also asked in the questionnaire about their anxiety in listening conversation spoken by the native speaker. Otair (2017: 81) stated that the students problems that were found while doing listening test also could be caused by the problematic nature of listening comprehension itself. The students tried to understand and felt hard to catch the message spoken by the native speakers. He stated that the difficulties were related to the speed of speech, strange accents of the speakers, limited time given in finishing the listening test, also caused by the lose of concentration in the long conversation.

Female students were believed that they have more anxiety rather than male students. But the fact by analyzing this research, have been found that although female students felt more anxious, but they tried hard to solve their under pressure condition and finally they could get better result in their listening test.

From the analysis of the data have been found that between female and male students, there was no correlation toward their anxiety. The anxiety can be felt both by female and male students. Gender did not have any correlation toward students' listening anxiety.

The next conclusion was found whether students' across different gender and their listening comprehension performance have correlation. It had a significant correlation between students' across different gender and listening performance at the first year students of SMK Negeri 1 Panggungrejo. Ho 2 was rejected, which it had no correlation between students' gender and their listening performance. From the data, the sig. (2-tailed) was 0.001. 0.001 < 0.05 . There was a significant correlation between students' gender and listening performance at the first year students of SMK Negeri 1 Panggungrejo.

The higher score was got by the female students than male students. Although female students felt more anxious, but they got better score. As we know, that vocational high school prepare their students to get a job after graduating their study. It is not like senior high school that they can continue their study after graduating from their study. vocational high school students have more adult character rather than senior high school. Even, for Accounting department in SMK, the students have accustomed finishing their task on time, careful and consecutively. They were more prepared in having a role as worker or official in an office, if it was compared with the Engineering department. So, they have better attitude in controlling their emotion and their anxiety. So by controlling their anxiety in a better way, they could solve what they underwent while having listening test and it did not influence their listening achievement.

The result from what have been noted that the students who got better score in their listening test inclined had more time to study English and learn in practicing their listening skill by listening and watching western song or film. It was felt by the female students. Although female students may be inclined to listening anxiety, but they have better resistance for this condition. So their listening anxiety may not significantly influence their listening performance. They could overcome their listening anxiety imposes and tolerate ambiguities while having listening section in the target language (Gonen, 2009: 48).

Female students had tendency in showing their positive attitude in learning language and use more various strategies rather than male students (Zafar and Meenaskshi, 2012: 639). Positive attitude that was done by the female students made them could improve their listening performance. Female students can motivate themselves to get better achievement which can make their listening performance getting better despite their listening anxiety.

CONCLUSION

Several conclusions are presented in this chapter. Most of the students of SMKN 1 Panggungrejo, tenth grade, were the basic listeners of comprehension test. It was stated by using the TOEIC Bridge test stated by ETS. It was noted that there was no significant correlation between learners' across different gender of the first year of SMKN 1 Panggungrejo and their listening anxiety. The second was a significant correlation between male and female students and listening performance at the first year students of SMK Negeri 1 Panggungrejo. The next result there was low correlation between listening anxiety of students of SMK Negeri 1 Panggungrejo first year with their listening comprehension performance. The listening anxiety was most undergone by the female than the male learners. But shockingly, it was found that the listening test results were better for the female learners.

The gender of the students of SMKN 1 Panggungrejo, grade X, has similar correlation toward their listening anxiety. Although it was believed that female learners more felt anxious, but it did not influence the level of their anxious feeling in listening test.

But the learners' across different gender had a significant correlation toward their listening comprehension performance. Both female and male students felt listening anxiety while they were joining the listening test, but female students had better resistance to solve it. They have positive attitude in controlling their anxiety. Besides the caused had been mentioned by Kim, it may be caused by the personality of the vocational high school students, who they are supposed having adult and positive attitude than senior high school. Although there was no significant correlation between across different gender and listening anxiety or it can be said that between male and female learners, there was no significant divergence in listening anxiety level, but in their gender has a significant correlation toward listening performance. English learners who felt anxious while they were joining listening test, could manage and solve their anxiety in order be successful to finish thein listening test. It can be caused that they have higher motivation and strategy in solving their anxiety feeling. They could be well prepared when joining listening test. The listening anxiety provoked the students' concentration in doing their listening test. It also can be concluded that when they had low anxiety, they have no more motivation to get the information from the listening test.

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