

A COMPARATIVE STUDY ON THE STUDENTS LISTENING ANXIETY ACROSS PROFICIENCY LEVELS AND GENDER

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ABSTRACT

This study discusses things that very often happen to students when doing listening activities, namely, listening anxiety, to be specific listening anxiety on proficiency levels and gender. Two factors influence students to experience listening anxiety, with examples of internal factors as follows; lack of concentration when listening activities are in progress. While for external factors, one of them is; the audio was running too fast so they could not focus on listening. A quantitative method was employed to answer the research questions; about identifying whether there is a significant difference in student listening anxiety across proficiency levels, and whether there is any significant difference in student listening anxiety across gender. The study was conducted at the University of Islam Malang with 75 subjects, with 37 first semester students and 38 third semester students majoring English education from the Faculty of Teacher Training and Education. The participants were selected using random sampling. To collect data, FLLAS-J questionnaire consists of 33 items distributed online through Google form. The data from the questionnaire were analyzed by using an independent sample t-test, by using IBM SPSS 14. Findings from this study proved that the anxiety level of first semester students is higher than third semester students, in the second research, namely listening anxiety across proficiency levels showed significant results with third semester students more low in listening anxiety rather than first semester students for, the third research ; listening anxiety across gender showed significant results between genders, both first and third semester students, where female students were more anxious than males students. From the findings of this study, the pedagogical and suggestions for teachers and further researchers are also discussed in this study. Suggestion for the future researcher is the subject can be changed from students in university but, to senior high school with larger quantities of the subjects for the more valid results.

Keywords: Listening anxiety, proficiency levels, gender, FLLAS-J

INTRODUCTION

Listening is one of the skills in learning English, also it is really important for students when they learn English. Listening also has a connection with other skills, for example with speaking, when we are doing the conversation with people there is a receiver and delivers a message. The deliverer talks to the receiver and the receiver accepts the message by listening to the sentence that the deliverer talked about. Because of the reason above, listening has an important role, especially in our daily life, like Yildirim and Yildirim (2016:2097) stated that listening activities play a significant role in many aspects of daily life including academic pursuits. Researchers are thought to be critical for maintaining successful communication between people. Listening is the basic skills that every student must have and learn. Nunan (1997:1) said that over 50 percent of time students spend working in a foreign language is simply dedicated to listening. Because students devote more time to listening when learning a foreign language, they are bound to have difficulty when undertaking listening exercises, especially in the class. One of the factors that causes students, especially lower-level students to experience difficulty in doing listening activities, is when they have to complete an audio length listening task that they have never done. This was revealed by Bingol, Celik, Yildiz, and Mart (2014:4) that listening for more than three minutes long then completing the required tasks is not an easy task for the lower-level student. If the speakers speak more rapidly than average listeners may have trouble catching target words. Not only this, the listener cannot control the speed of the speaker to the contrary of reading comprehension and this causes the greatest difficulty in listening comprehension as Underwood said (1989, as cited in Bingol, Celik, Yildiz & Mart, 2014:4). Buck (2001) as cited in, Gilakjani & Sabouri, (2016:127) stated that “indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening.”

The length of listening helps students in their comprehension when learning foreign language but if the speakers speak too fast it might be complicated for students. It is proven by Underwood (1989) as cited in Gilakjani

& Sabouri, (2016:127) that the passage can be difficult to listen to because of the speed and students may struggle to understand L2 language if the presenters speak too quickly. To support the study conducted by the writer, two articles were selected. The first article, namely; "*Metacognitive Strategy Awareness and Listening Anxiety: The role of gender and proficiency level among Iranian EFL Learners*."

Listening is extremely vital to our daily life, not solely to lecturers, however in each state of affairs, listening is the key to communication. in step with (Yildirim & Yildirim, 2016:2097) "listening has a very important role in everyday life and in educational contexts because it is crucial for individuals to sustain effective communication." Not for communication solely, however listening will create students in learning foreign language get new data as Wallace, Stariha and Walberg (2004, as cited in Yildirim & Yildirim, 2016:2097) explicit that listening skills are vital for learning functions since through listening students receive info and gain insights.

When learning about a foreign language, students find difficulties. This chapter will talk about student's difficulties, especially in listening. Students find difficulties in listening when doing the activity. It is proved by Bingol et al., 2014, (p. 3 – 4) the first is quality of record material, this is the era of technology, but some class does not have the kind of listening device, and the quality of the device is very important for the listening activity, the second is a cultural difference, students maybe have a different culture with the topic, so they can't instantly imagine it. Teachers should give a slight education before starting the activity. The third is, unfamiliar vocabulary. The problem is many words have more than one meaning, so they sometimes get confused if the words that are used uncommonly. Fourth is, lack of concentration, the concentration of students is the important factor when doing the listening activity, but it is very difficult when doing it in the foreign language class because the little distraction can affect their understanding of listening.

Besides the four main factors above, the difficulties when doing a listening activity is that students cannot control the speed of the speaker in audio as expressed by Maulida (2018:2), for many EFL students, the thing they feel most frustrated with is listening. On the one hand, the speed of speech cannot be controlled and they tend to have difficulty decoding sounds in their mother tongue that do not exist. Besides the speed of speech students, some of them cannot show or explain it correctly because Maulida (2018:2) also stated that when the sound listened to rightly by the students, they can't interpret correctly because of lack of vocabulary, especially in English slang or colloquial language, that can growth the problem.

RESEARCH METHOD

This study used quantitative methodology, particularly ex-post facto. Outlined by Bayyan (2016:1). As paragraph before said that writer used ex post facto for this analysis however, a lot of clearly the writer used independent t-test, so the writer started to do the analysis and grouping the info from students within the initial and third semesters with gender male and female in University of Islam Malang. The data for this study were taken from 75 first semester and third semester English students, with 38 females and 37 males students; 4 classes in the first semester and 3 classes in the third semester, by distributing the FLLAS questionnaire online outside of listening class.

The instrument of this study used a questionnaire from Kim (2000), FLLAS-J with 33 total questions. The first semester students got the translation in Indonesian version of FLLAS-J while, third semester got the original version of FLLAS-J. Before getting the document first thing to do by writer asking permission to the lecturer who taught the listening class both semester, after getting the permission, researcher can spread the google form version of FLLAS-J to the students. After the questionnaire was collected along with the document of mid-test listening score, researchers started to input the data of the questionnaire to SPSS version 14.

FINDINGS AND DISCUSSIONS

The process of collecting data was done by using Google form and sharing it via WhatsApp to students in the first and third semester in UNISMA. The researcher used an independent sample t-test after collecting the data. This chapter included four steps before showing the final result, independent t-test such as; descriptive statistics, comparative analysis (normality test, homogeneity test, and last, independent t-test).

Descriptive Statistics is a type of statistical analysis that describes the connection between variables in a sample or population, while a descriptive test used in this study indicates whether students in first and third semesters at UNISMA have high or low levels of listening anxiety. Furthermore, it searches for normality to evaluate whether the data distribution for first and third semester students is normally distributed, and finally, the homogeneity test determines whether the data is homogeneous or not.

Descriptive Statistics

Descriptive test of Student's Level Listening Anxiety across Proficiency Levels

Proficiency Levels	Listening Anxiety	Scores	Converted Mean	Levels Scores	Proficiency Levels
Self_confidence	20	94	Listening Anxiety		9,670
First Semester	66.89	74.05	3.547	3.664 55,00	First Semester
Third Semester	61.47	64.51	3.136	3.392	Third Semester

First semester students have a mean listening anxiety section with 66.89 while on the scores show results 74.05. Third semester students mean listening anxiety with 61.47 and scores with mean 64.51. Take a look at converted mean, the listening anxiety section on first semester students have results 3.547 with scores mean 3.664 so it classifies as high level and on the third semester students show results 3.136 with scores means 3.664 that's on moderate level. So, it can take conclusion that students on higher level are less anxious than the lower level.

Descriptive test of Student's Level Listening Anxiety across Gender

Semester	Gender	Mean	Converted Mean	Level of Anxiety
First Semester	Male	62.19	3.261	Moderate
	Female	70.48	3.564	High
Third Semester	Male	55.75	3.124	Moderate
	Female	64.12	3.543	High

First semester male students have a mean value 62.19 and female students have means, 70.48. While in third semester students male have mean value 55.75 and female students show the mean results 64.12. Looking at the comparable mean, that the male students in the first semester have mean 3.261 and male in the third semester have mean 3.124 it can imply that male students on moderate levels. While, female students in the first semester have means 3.564 and in the third semester 3.543 we can conclude that they are on a high level with first semester students higher means. Can be concluded that female students in the first semester are more anxious about listening than female students in the third semester.

Independent Sample Test on the Student's Listening Anxiety across Proficiency Levels

	Levene's Test Equality		t-test for Equality Means		
	Variances				
	F.	Sig.	t	df	Sig. 2 tailed
Listening Anxiety	1.651	0.203	2.382	73	0.020
Scores	2.045	0.157	-3.289	73	0.0002

F from listening anxiety 1.651, with significant 0.203, which is higher than p value point 0.05, $0.203 > 0.05$. Scores, f has 2.045 with significant 0.157, also higher than p value, $0.157 > 0.05$. So, there's no significant confidence and speaking ability are not significantly correlated. It can be concluded that students' self-confidence is difference between first and third semester on F value. While on T value, the listening anxiety has t value 2.382 with sig(2-tailed) 0.020, it's lower than p value 0.005, $0.020 < 0.005$. And, for scores it has t value -3.289 with sig(2-tailed) 0.002, it's also lower than p value $0.002 < 0.005$. It can be concluded that there's a significant difference in listening anxiety across proficiency level.

Independent Sample Test on the Student's Listening Anxiety across Gender

Semester	Levene's Test Equality Variances		t-test for Equality Means		
	F.	Sig.	t	df	Sig. 2 tailed
First Semester	0.035	0.853	-3.069	35	0.004
Third Semester	0.059	0.809	-2.408	36	0.002

Based on the table above, f from first semester students 0.035, with significant 0.835, which is higher than p value point 0.05, $0.853 > 0.05$. For third semester students f have 0.059 with significant 0.809, also higher than p value, $0.809 > 0.05$. There's no significant difference between first and third semester on F value. While on T value, the first semester has t value -3.069 with sig(2-tailed) 0.004, it's lower than p value 0.005, $0.004 < 0.005$. Third semester students it has t value -2.408 with sig(2-tailed) 0.002, it was lower than p value $0.002 < 0.005$. It can be concluded that there's a significant difference in listening anxiety across gender.

DISCUSSION

Based on the findings above, with the first research problem is; '*What is the level of listening anxiety that was faced by the first and third semester English students at University Islam Malang?*' shows the results that the first semester students experience higher levels of anxiety than the third semester in both proficiency levels and gender. Then for the second research problem; '*Is there any significant difference in student listening anxiety across proficiency levels?*' indicates a significant difference between listening anxiety at proficiency levels with a significant 2 tailed, 0.020 which is higher than p value. In the third research problem; '*Is there any significant difference in student listening anxiety across gender?*' shows a significant difference between male students and female students, both first semester students, and third semester students with a significant 2 tailed 0.004 which is higher than the p value.

The results of the second finding in this study are the same with Gerencheal (2016). His study proved that female students have higher anxiety than male students, with the reason based on the experience is the Ethiopian culture, which considers that silence is beautiful, even the wise words used by ancestors and applied in their daily life. The third finding of this study has the same result with Capan and Karaca (2012). They used the one same questionnaire and one different questionnaire; FLLAS and FLRAS but, it went with different research method by used Pearson and one way ANOVA, they proved on their study that lower-level students are more abject from listening anxiety than the higher level, and the middle level their anxiety starts increasing because of their experience before.

There is another study showed answer that gender has big role on listening anxiety. It experienced by female students and happen in listening class or activity because of their emotion, one of that is fears and, make female students feel more sensitive when want to show it. The study directed by Matsuda and Gobel (2014) support the result of this study which have the same result with female students felt more anxious.

All in all, the results of this study showed that the students level of anxiety especially female students and first semester students was actually at the higher level. Moreover, female students on first semester feel anxious in listening more often when they had listening class. Other than that, this study also revealed that there is significance difference across gender and proficiency levels in which it means that listening anxiety determined by both gender and proficiency levels.

CONCLUSIONS AND SUGGESTIONS

The ability to listen is needed in daily life consciously or unconsciously. Listening has a relationship with other English skills, but if the listening process itself experiences an error, there will be difficulties, it is listening anxiety. Listening anxiety very often occurs in English students, especially when they do listening activities in class. Listening anxiety can hardly be felt by them and only realized it when they were in listening class for the first time and listened to audio or did assignments at that time. Listening to anxiety itself also does not recognize the gender and level of the sufferer. After did the research as findings and the result in the previous chapter above, shows that from 75 subjects male and female also first and third-semester students divided into 12 male and 26 female students for the third semester on testing divided into 12 male and 26 female students for the third semester into testing proficiency levels and divided 16 male and 21 female students for the first semester into testing proficiency levels. The results show that based on gender data, the female students in both semesters have the highest score than the male students. And on proficiency levels, the result shows that first semester students have higher scores than the third semester.

After finishing the skripsi, there are some suggestions that are proposed for teachers and future researchers on the listening activity and research. Teachers should pay more attention to their students when they find difficulties when doing the listening activity by changing the learning style too. Based on the results of the research above female students experience anxiety in listening which is higher than male students, the teacher must also pay attention to what the students feel by having an open discussion or the teacher can give praise when students make mistakes then give constructive comments and not hurt their feelings. Preferably,

before conducting research, it is expected that you must understand the limitations and gaps of the research that will be carried out. In addition, research is better done when meeting the subject directly to their class when conducting activities, so the researcher can explain clearly what they should do to better understand what conditions around the class and students did in class. Also, can get data more easily than it is carried out online.

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