

CHAPTER I

INTRODUCTION

The study background, challenges, aims, significances, scope, limits, and definitions of important words are all covered in this chapter. Below is an explanation of each part.

1.1 Research background

Some students feel that it is not easy to learn listening. Students need to become proficient in four key areas while studying English: speaking, writing, listening, and reading. The only ability that requires complexity is listening since it is a one-time event that never happens again. Jiali (2017) described that listeners must pay attention to the listening process and remember what they hear, and also if the listeners does not have sufficient listening skills, they will lost the important informations and it cannot be deciphered. Wang (2018) also proposed if listening in a foreign language is an integrative language skill consist of lexico-grammatical, phonetic, and cognitive complexities as well as performance features like false starts, intonation, irregular pauses or hesitations and unclear pronunciation. According to Otair and Aziz (2017), language learner can administer the input, Because the producer usually controls the pace at which material is delivered, listeners have fewer opportunities for repeat and correction during a listening session.

Since listening requires more focus and attention than other language skills, it has been said that listening is the most challenging language skill for kids. Nadhira

and Warni (2021) argued that there were some listening difficulties, they are unfamiliar words, unfamiliar accent, rate of speech, unclear pronunciation, recording quality, and inadequate facility. Furthermore, two problems in the learning process based on Graham (2017); The identification of developmental learning deficits poses a challenge for educators, since there is currently no established method for measuring them. Prerequisite skills (those that pupils must master before moving on to other skills) are the root cause of this issue. 2) Academic learning difficulties are a result of a learning failure and encompass the following skills: reading, speaking, listening, and writing. Teachers will identify this issue if they see that kids are not improving their academic performance.

Students with low achievement can be categorized as low achievers. As described by Renandya (2012), one of the reasons why foreign language listeners can not understand words is the problem of word recognition. What looks like a low-level processing problem to an experienced listener can actually lead to a breakdown of comprehension. Laeha and Laohawiriyanon (2020) showed their research finding if the possible reason of low-level listeners caused of their poor language proficiency, listening text, speaker and task factors. Tran and Duong (2020) added about six factors of low-level listeners were negatively affected their comprehension performance including one learner factor (fatigue and anxiety) and five external factors are text, input, surroundings, speaker, channel, relevance, and task. However, another finding based on Tamtani et al.,(2019) defined that three problematic areas such as text types, tasks, and speakers.

Moghada et al., (2018) propose that listening comprehension anxiety is significant because their study found that anxiety prevents

the listening comprehension process that influences the bad impacts on EFL students' performance, achievement, and proficiency. Kimura (2017) has shown in earlier research that anxiety is a significant factor linked to listening performance as well as a unique complex of behaviors, beliefs, feelings, and self-perceptions that are pertinent to language learning in the classroom and arise from the particularities of the language learning process. Huang (2018) found that performance on language tests was significantly and negatively impacted by anxiety traits and language anxiety. Thus, although distinct from one another, listening anxiety and anxiety associated with learning a foreign language are connected.

Previous academics have looked at the problems associated with listening anxiousness. According to Nurkhamidah (2020), focus, vocabulary and accent, and speech pace are the internal elements that cause children to experience listening anxiety. Maulida (2018) conducted a previous study on the analysis of listening anxiety and found four common causes of listening anxiety in students: unfamiliar words, a lack of vocabulary, frequent neglect of listening in the classroom, and a lack of adequate facilities. In a different instance, a related research on listening anxiety by Dewi (2018) revealed that students' anxiety while learning to listen is caused by two things: stress and concern. According to Otair and Aziz (2017), low levels of English proficiency among the students, the challenging nature of listening comprehension, and the classroom environment are the three primary reasons of listening comprehension anxiety.

Based on the previous studies, the researcher aims to examine students' listening anxiety. The researcher is interested to conduct about listening anxiety of low-listener level students in English Language Education Department, University of

Muhammadiyah University. There is a need to examine and pinpoint the effect of the listening anxiety relate with their listening academic. This research finding could be utilized to make the necessary changes to the methodologies such as the teaching of English Foreign Language in listening skills, additionally, it offered a wealth of material that students could use to reduce their own anxiety during listening classes as well as a reference for future study on the subject of listening anxiety.

1.2 Research Problem

Based on the background above, listening anxiety can be happened not only from internal factors but also can come from external factors. From this, the research problem can be formulated: “What are the external factors of listening anxiety experienced by low achiever students of English Language Education Department at University of Muhammadiyah Malang?”.

1.3 Research Objectives

Examining the external causes of listening anxiety encountered by poor achiever students in the English Language Education Department at University of Muhammadiyah Malang is one of the study's research aims, which relates to the issue statement.

1.4 Research Significant

- Theoretically, Researchers anticipate that the findings of this study will provide students, teachers, and researchers knowledge on the theory of anxiety and listening.
- Practically, Research on anxiety in listening classes can benefit students and

teachers alike. Teachers can reduce anxiety in the classroom by establishing a welcoming environment that fosters enjoyment and helps students feel less nervous. Students can reduce their anxiety by understanding the impact of their listening anxiety.

1.5 Scope and Limitation

The aim of this study is on listening anxiety among low-achieving students at the University of Muhammadiyah Malang's English Language Education Department. This study was limited by the thirty ELED students who did not pass the listening component.

1.6 Definition of Key Terms

1. **Listening:** It means that listeners need to understand the sounds they hear, they perceive the source of words, the sequences of words, the rise and fall of voices, and derive meaning from them. The listener has to overcome the speaker's choice and construction of words (Saraswati, 2018).
2. **Anxiety:** It is a normal reaction that arises from the kids' ability to refocus the listening process. Someone who is troubled by uncertainty, fear, anxiety, and concern about the allotted time for the listening assignment (Guswita & Sugirin, 2021).
3. **Low achiever students:** Less-skilled listeners are deficient in top-down processing skills, while inexperienced listener who bottom-up processing skills the most (Wang, 2018).