

CHAPTER II

REVIEW OF LITERATURE

The review of relevant literature on listening, listening anxiety, contributing variables, listening anxiety's impacts, and poor achiever students is presented in this chapter.

2.1 Listening Comprehension

Listening is an important aspect of language learning. There are many definitions related to listening. Browns (2006) states listening comprehension is the pivotal learning to understand the complex activity. Furthermore, Burns and Siegel (2018) argued listening activity includes several situations where the learner needs to listen, hear and understand the message they listen. Abbas and Sabouri (2016) defined listening comprehension refers to an activity which is real-time process that leads the listener to understand the language. In other words, listening is mostly considered as a non-active activity which leads the listener to fully concentrate in getting the point of the sentences and the meaning of the context. In addition, Abbas and Sabouri (2016) also stated that listening process engage learners to create responses that come from participation, creativity, and empathy. Goh (2018) stated that listening comprehension is an active and complex process influenced by many factors, including particular sounds, certain vocabularies and grammatical structures, understanding stress and intonation, and selecting them to specific contexts.

Listening comprehension is often realized as a major challenge for foreign language learners, which can make students unfulfilled with their low performance on listening or insufficient attention in the classroom (Maftoon & Alamdari, 2016). Students tend to be dissatisfied and give up when they do not have skill to support their performance in listening comprehension. According to Ozcelik et al., (2019), there are several problems that influence in listening comprehension such as part of speech, forgetting what was heard, attention, word recognition, missing the beginning of listening text, and understanding the words and the meaning of the messages from the input. These problems may can obstruct students' success in achieving their outcomes in listening comprehension.

2.2 Anxiety

Anxiety is a psychological disorder that can have characteristics such as worry, fear and nervousness. Anxiety has become a common thing that happens to everyone. According to Golchi (2018), There are seven telltale indicators of anxiety: chewing one's nails, fidgeting, tapping heels, tapping fingers, perspiration, jiggling the contents of one's pocket, and whistling. When someone bites their fingernails, it's a sign of anxiety in body language. Furthermore, worry might cause restless sitting and frequent position adjustments (Golchi, 2018). According to Lee (2017), there are seven indicators of anxiety that include pale face and limbs, drooping eyes, large blinking pupils, dry mouth, clearing of the throat, fast breathing and heart rate, perspiration, and restlessness.

Unlike other studies, Namaziandost et al. (2019) identified the symptoms of anxiety that include tremors, tingling, burning, and numbness in the hands, as well as problems moving, restlessness, and convulsions. Alternatively, since people's bodies produce adrenaline when they experience worry, shaking is the most prevalent hand symptom associated with anxiety (a hormone that provides the body a great amount of energy which if not utilized leads to physical excitation). According to Prastiyowati (2019), worry exacerbates the hand's involuntary motions. As a result, the hands and fingers cannot do what they want to do. Sometimes a man's hands feel restless, indicating that he needs to pick up something or do something. Convulsions occur at the end. This is a rare factor, but some people show signs of hand twitching when feeling anxious (Prastiyowati, 2019).

2.2.1 Levels of Anxiety

There are three degrees of anxiety: mild anxiety, moderate anxiety, and severe anxiety, according to Oteir and Al-Otaibi (2019).

a) Mild anxiety

Moderate anxiety is common, typical anxiety and is linked to stress in day-to-day situations. Some people require extra care if they have moderate anxiety. A person may become cautious at this point in their anxiousness.

b) Moderate anxiety

Those with mild anxiety experience nervousness that is brought on by unfamiliar situations. People who experience mild anxiety may exhibit sensitive feelings, discomfort, excessive perspiration, headaches, unconsciousness, and other bodily symptoms.

c) Severe anxiety

Severe anxiety is the highest level of anxiety. This level of anxiety can affect a person's perception. High anxiety tends to focus on something more specific and detailed. People who exhibit constant desire for freedom, confusion, retreat, extreme anxiety, rejection, poor eye contact, a need for more space, and even shaking are characteristics of persons suffering from acute anxiety.

2.3 Listening Anxiety in Language Learning

Numerous variables might cause anxiety in a person learning a foreign language throughout the learning process. One of the human emotions is anxiety, which may inspire individuals to perform better since it is comparable to other feelings like grief and rage, according to Dalman (2017). Anxiety is a common emotion under several circumstances. For example, a student has a final exam, they are usually worried or nervous before exams, but they feel normal afterward. This state is suitable for humans, however, anxiety can also be severe and occurs when their anxiety is very intense or long-lasting (Flowerdew et al., 1994). This condition differs from normal anxiety and its definition is subject to change. Yilmaz and Fatih (2019) described this as the name of a disorder that causes tension, apprehension, and worry in humans. Nogueroles (2017) classified if anxiety consists of two types based on its magnitude, they are facilitating (minor anxiety) and debilitating (overmuch anxiety). Different types of anxiety can be considered depending on the level of anxiety (Nogueroles, 2017).

2.3.1 Listening Anxiety Factors

There are many different elements that contribute to listening anxiety in EFL classes. Nurkhamidah (2020) found that internal student variables such as speakers' accents, rapid speech rates, unfamiliar terminology, and lack of focus were the main causes of listening anxiety among generation Z students. Because technology may also contribute to anxiety in listening courses, Nurkhamidah (2020) included additional criteria related to technical aspects that create listening anxiety. The research discovered that since the sound was hazy, pupils were not used to utilizing loudspeakers. They are afraid about poor sound quality and would rather watch or listen to English-language content on their smartphones using headphones. In his study, Pan (2016) identifies a number of variables, including learner, instructor, listening method and content, and other variables, that contribute to listening anxiety.

Guswita and Sugirin (2021) identified a number of other elements that contribute to listening anxiety. Initially, pupils experience worry and confusion due to their inability to comprehend the speaker's words. Second, it is challenging for children to comprehend how speakers pronounce words. Third, when a speaker speaks too rapidly, the kids get frightened. Fourth, the student is concerned about the little amount of time she has to do her listening assignment. Fifth, since they think other students can comprehend English recordings more easily, pupils are worried. Finally, because of their limited vocabulary in English, pupils get anxious when they are unable to comprehend the meaning of a term. Horwitz et al. (1986) discovered that students' Foreign Language Listening Anxiety (FLLA) may be attributed to many factors. The propensity for foreign language learners to experience anxiety while

while doing activities involving listening is known as situation-specific language acquisition (FLLA) (Liu, 2016; Zhang, 2013). Furthermore, FLLA and general foreign language anxiety were shown to have a modest correlation with one another and to be adversely connected with students' listening comprehension abilities by Serraj and Noordin (2013).

Several factors that cause listening anxiety are detailed below:

2.3.1.1 Internal factors

Students actively participate in listening classes, and their performance affects the outcome. Tension, anxiety, and a lack of confidence in one's ability to listen are common causes of problems in students' listening processes. Therefore, a lack of improvement in listening skills led to a lack of proficiency in English.

a) Students Factors

The factors behind student anxiety come from the students themselves (Xu, 2015). He said that one of the reasons for foreign language anxiety is that students feel discomfort when they hear a foreign language and do not get important information (Golchi, 2018). Another factor arises from the listener's lack of listening skills. Listeners cannot focus on guessing important passages while listening (Valizadeh & Alavinia, 2017). Students with poor vocabulary and grammar cause anxiety (Yinxue, 2016). According to AlNatour (2018), the immaturity of listening materials and the validity of listening texts have been questioned as one of the factors that cause anxiety in students during listening.

2.3.1.2 External Factors

a) The Content

Anxiety arises when students are unfamiliar with the vocabulary and unfamiliar with the topics (Meihua et al., 2017). It has been proven that poor comprehension of material occurs when students cannot listen well because the material is not up to their level. According to Stawiarska (2017), students become anxious when they cannot understand each other's vocabulary. In addition, anxiety arises when students have to translate each word without understanding the content and have difficulty distinguishing between words.

b) The Time Limitation

Listening activities are related to time. Students should face the times. According to Otair and Aziz (2017), students experienced difficulties with listening activities when time was limited. They should reply immediately and get the information. Students worry even more when they have little time to process what they hear. When faced with time constraints, students often feel anxious, which leads to misunderstandings of the meaning of listening passages (Stawiarska, 2017).

c) The Speakers

According to Ulum (2015), speakers are one factor that causes student anxiety. Some learners feel uncomfortable when the speaker speaks too fast, making it difficult for the learner to guess what the speaker said (Meihua, Tholanda, & Juliet, 2017). In addition, the speed of the speaker tends to distract students and make it difficult for them to understand what the speaker is saying.

In addition, the speed of the speaker is fast, not only because the speaker speaks fast, but also because the teacher speaks too slowly, increasing the difficulty for the students. Stawiarska (2017) stated that the speakers or teacher's accent and pronunciation are also missing factors in student listening. It also influences listening acquisition and causes hearing anxiety.

d) The Environment Atmosphere

According to Xu (2015), anxiety can arise from the student's language environment. This is supported by Gonen (2009) finding that noise and deafness are factors in students' listening anxiety. Another environmental factor for her was also the poor atmosphere in the classroom, which may affect students' listening anxiety (Xu, 2015). The atmosphere in the classroom should be comfortable because a bad classroom atmosphere increases students' anxiety (Al-Khasawneh, 2016).

2.4 Low Achiever Students

Children who do poorly in the school have been labeled as low achievers. These are pupils who struggle greatly to satisfy academic requirements (Al-Zoubi & Younes, 2015). Low achievers, according to Gbettor et al. (2015), have low ego-ideals, a fear of failing, a lack of desire for accomplishment, an unrealistic attitude, a lack of perseverance, and a sense that destiny is in the hands of others. Conversely, pupils with a GPA of less than 2.5 are classified as poor achievers (McCoach & Siegle, 2001). According to the University of Muhammadiyah Malang's book of academic advice 2022–2023, students who get a score of 69 or below, or a C+ (2.5 GPA), have passed the course and do not need to repeat it. Students who get a D or a

score of 54 or below must repeat the course in order to meet the required educational standards. In summary, pupils that struggle and are unable to comprehend the content being learned are considered poor achievers since they are unable to satisfy the required academic standards.

2.4.1 The Characteristics of Low Achiever Students

Laaha and Laohawiriyanon (2020) concluded that there are several characteristics of low achiever students, as follow:

- 1) Underachievers attributed their results to chance and task complexity.
- 2) Research also suggests that underachievers are less emotionally secure, peaceful, and capable of facing reality head-on.
- 3) Compared to high achievers, low achievers are less intellectual, less motivated, and less inclined to learn.

In summary, pupils that perform below expectations are those who lack emotional, mental, and intellectual drive.

2.4.2 Reasons for Low Achiever

According to Reiss (2009), there are six reasons why students do poorly in the classroom:

- 1) Fear of Failure

Because pupils who don't try fail less, those who dread failure more tend to put up inconsistent effort and do worse. When given simple assignments, these kids could

put in a lot of effort, but not when faced with difficulties. They may not hear what parents or instructors are saying when they chastise them.

2) Incuriosity

Thinking and idea appraisal are prompted by intellectual curiosity. Inhibited by a fear of the unknown, exploratory curiosity drives interest in fresh stimuli. While exploratory curiosity is measured by low standard scores on acceptance and calmness, intellectual curiosity is measured by high standard scores on the curiosity scale.

3) Lack of Ambition

Competence motivation has been linked to accomplishment, according to several specialists. Power needs are related to competency motivation.

4) Spontaneity

The majority of spontaneously inclined students are often unprepared and disorderly. They often start a new task before finishing the one they are engaged in, juggling too many balls at once. When a student is disorganized, some professors penalize them for being sloppy, thoughtless, and unfocused on details.

5) Lack of Responsibility

When they cheat, avoid their responsibilities (such as not doing their homework), or get negative grades from professors, students who struggle with character underperform academically. Reliability is shown by high standard scores, while opportunity is indicated by low standard scores.

6) Combativeness

A major contributing factor to poor performance in life is combative conduct. Such people turn prospective allies into foes. Tenacious students engage in physical

altercations in many school settings, such as the cafeteria, playground, halls, or learning environments.

2.5 Previous Related Studies

There are many previous studies related to this study. The first study was conducted by Hidayati et al., (2020) from Siliwangi University. This study which involved 97 students, aimed to investigate the occurrence of listening anxiety in students of an academic listening course. This study used the Foreign Language Auditory Anxiety Questionnaire to measure students' levels of listening anxiety. The study found that the majority of students had mild listening anxiety. The factors most influencing listening anxiety were poor listening skills, such as rapid speaking speed and inability to cope with a range of vocabulary choices (Hidayati et al., 2020).

The second study was conducted by Otair (2017) from Majma University, Saudi Arabia. The study found that the majority of students had a high category of listening anxiety. The factors most influencing listening anxiety in this study were listening comprehension problems, classroom atmosphere, and students' poor English proficiency (Otair & Abd Aziz, 2017).

A third study was conducted by Toubot et al., (2018) in Libya. The study which involved 300 students, aimed to investigate how hearing anxiety develops among students attending English classes at three major universities in Libya. This study used the Foreign Language Speaking Anxiety Scale questionnaire to measure students' levels of listening anxiety. The study found that the majority of students had moderate to severe hearing anxiety. The factors that most influenced auditory anxiety in this study were low self-confidence, fear of negative evaluation, and communication anxiety factors (Toubot et al., 2018).