

ANALYZING FOREIGN LANGUAGE LISTENING ANXIETY AND ONLINE ENGLISH PROFICIENCY TEST OF UNDERGRADUATE STUDENTS

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Abstract

Listening is the key to communication; if the students do not master it, they lose confidence and worry until listening to anxiety. This research explained about Analyzing foreign language listening anxiety and Online English proficiency test of undergraduate students at University of Muhammadiyah Semarang in which it aims to know the relationship between foreign language listening anxiety and listening proficiency test scores and to figure out the factors that influence undergraduate students' anxiety while doing a listening proficiency test. This research used explanatory sequential mixed methods design (also called a two-phase model) means finding two data in the same target. The instruments were collected by using a questionnaire and an interview. The collected data were analyzed using SPSS (17.0) software in percentage, R-square, and significance. The subject of this thesis was 101 undergraduate students at Muhammadiyah Semarang University. The results of this research were 1) foreign language listening anxiety and English proficiency test were only number four that was the relationship. It was anxiety bothering them to encounter a word they could not pronounce while listening to English, such as when the anxiety came to their mind; they would panic and stress; 2) The factors that made the undergraduate students were anxiety in the listening proficiency test. Most of them were a panic, worry, and led them to be stressed and anxious in doing a listening test.

Keywords: Listening, The Factor of Listening Anxiety, Online English Proficiency Test.

Introduction

Recently, the whole countries have been facing with Covid-19 pandemic. Indonesia also suffers from it. Everything breaks temporarily. No matter, it is part of academic, transportation or business. Even the national examination or TOEFL test is not for doing face to face directly on the test. They should do the English proficiency test through an online test. Hence, the college has already prepared the online system for the students to learn at home or do the test at home, such as creating websites for the students who want to do the test during the covid-19 pandemic. As the undergraduate students who are going to graduate, they should do the TOEFL test. Thus, We want to investigate the listening scores are relative to listening anxiety or not.

Listening is essential in language learning to understand the content of spoken language. Listening comprehension occurs

when the listeners can logically expound the speakers' anxiety. If there have a gap between listeners and speakers, difficulties arise, and communication breaks down [1]. As a result, the students face anxiety in doing an English proficiency test, especially the listening test. Listening skill is essential in achieving comprehensible input [2]. Learning does not appear if there is not any input.

Therefore, the students get anxious easier because they have difficulties in listening comprehension. The complicatedness of listening skills can cause misunderstanding and misinterpretation among the listeners [3]. Therefore, the students should more practice in listening until it becomes a habit.

Listening is usually a complex skill to master because each country has different dialects and regional accents, making the listener confused. When the students confuse in listening, anxiety occurs instead

of understanding. Moreover, Jafari and Hashin emphasize that listening is a channel for comprehensible input [4,9]. More than fifty percent of learners spend their time listening. Finally, they are much help, to learn a language, because listening is not such a piece of cake to be mastered. Hence the undergraduate students have to rehearse listening, for it becomes a tendency more.

According to Tyagi there are five sections in listening: hearing, remembering, evaluating, and responding [5]. Each section is a significant process. First, hearing is received sounds. Second, understanding is knowing the meaning conveyed by the speaker. Third, remembering is memorizing the idea of what the speaker is saying. Fourth is evaluating judging the topic of the speaker. Lately, responding is answering the question from the information obtained from the speaker.

Furthermore, some undergraduate students are not able to follow those listening sections. Listening anxiety shows that the undergraduate students encountered five barriers and difficulties: lack of control over the speed at which speakers speak, inability to guess the words, limited time, limited vocabulary, and inability to concentrate.

Based on the pre-observation at University of Muhammadiyah Semarang, the undergraduate students felt confused when the speaker told the fast speech rate. Moreover, they worried and panicky when the time was almost running out until their behavior was fidgets or motor restlessness, as well as my case when I was feeling anxiety on the listening proficiency test, my heart was rapid heart rate. My mind and my concentration were lost until I was failure to complete task, irritability, and attention problem. Hasan says that the identified problem causing listening anxiety were missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate [4].

Anxiety is an inclination or feeling when the understudies are in a pressing

factor circumstance and dread. Anxiety can likewise be characterized as an inclination that can be knowledgeable about any part and state of life. Koseler saw nervousness as a troubling mental circumstance that rises out of the interior contentions of the person [6]. Spielberger and Budak characterized it as enthusiastic responses, including strain, sensation, dread, and crabbiness, upsetting musings (concerns), and physiological changes [6,7]. Because of my insight about listening nervousness, the point at which I face the trouble on the test, my brain is alarm indication, pushed and misfortune what the audience members told, and supplanted anxiety. Moreover, high listening anxiety can influence the students in various situations, such as in the test, examination, and listening performance [1].

The present study examines the effect of foreign language listening anxiety factors on listening performance, targeting students of the University of Muhammadiyah Semarang low and high proficiency English foreign language listeners. Therefore, the present research investigated based on the following research questions: 1. How is the relationship between English listening anxiety among undergraduate students and scores of listening proficiency Test? 2. What factors do undergraduate students have in FL anxiety while doing a listening proficiency test?

Research Methodology

In this study, the research subject was undergraduate students' Muhammadiyah Semarang of University, consisting of 101 respondents randomly selected. We gave the questionnaire to those who had already done the English proficiency test. Besides, we collected data on the listening scores only.

This case was conducted from a bachelor's degree at Muhammadiyah Semarang University, which is located in Jln. Kedungmundu raya No.18, Tembalang, Semarang regency, and central Java 50273,

the rationale that we chose my college in collecting data for study because present the country have been already facing Covid-19 pandemic.

Two instruments were applied in the present study, including the 25 items related to the listening proficiency test and interview. Whole items of Foreign language listening anxiety scale had two languages that were English translated into Indonesia language. There was designed on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly agree" with values 1-5 assigned to them, respectively. The data collections were from distributing 2 instruments such as giving questionnaire and interview.

We used the close-ended questions on the questionnaire to measure the data. Moreover, it applied the Google form to obtain information on the students, which was designed to obtain demographic data about the participants such as nickname, gender, age, experiences of TOEFL courses, and the English listening proficiency test score. In this research, we interviewed the undergraduate students at University of Muhammadiyah Semarang about foreign language listening anxiety by applying a structured interview in gathering the data.

The data were analyzed using SPSS (17.0) software in terms of percentage, mean, and standard deviation to investigate the relationship between students' listening anxiety during English proficiency tests. According to the listening test analysis, undergraduate students in the university of Muhammadiyah Semarang considered the factors that influence undergraduate students' anxiety while doing a listening proficiency test.

The data were analyzed qualitatively by using transcribed and rechecked. The data interview, in this case, was to emphasize and believable.

In collecting the questionnaire data, we applied SPSS to measure the data, then estimate the result of English listening anxiety and listening scores by regression

analysis. The questionnaire was distributed through www.googleform.com to the undergraduate students at Muhammadiyah Semarang University randomly. After we collected the questionnaire data, we interviewed a week for emphasis on the data that had already been obtained. We collected the interview data by using a type of structured interview in the listening proficiency test.

RESEARCH FINDING AND DISCUSSION

The current research applied the questionnaire to explain the English learning anxiety among the students with proficiency Test level. The research was conducted the research on Monday, May 11th 2020 at 09.00 until 3.00 P.M in the evening until 22nd 2020 at 3.00 P.M.

Meanwhile, a questionnaire was given to the students who had already joined English Proficiency Test which of 101 students. The questionnaire is aimed to get understanding the differences in anxiety among the students with proficiency Test level.

Based on the result of a questionnaire that we found through questionnaire and interview instruments. Hence, we could identify the relationship between students' English proficiency scores and listening anxiety to investigate the correlation. A questionnaire was given to the whole students who had already finished taking English proficiency test, which consisted of 25 questions and 101 students randomly. At the same time, an interview was taken 10 undergraduate students at University of Muhammadiyah Semarang. The number of the respondents was 101. Overall, 25 questions, there were a relationship between foreign language listening anxiety and listening score in doing the English proficiency test. It was stated only number four which descript anxiety bothered them to encounter words they could not pronounce while listening to English. Significant level.022 > .05, it can be concluded that there was a correlation.

Vice versa, other questions were not correlated, because there had significant < .05.

The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test, and the factors do undergraduate students have foreign language listening anxiety while doing a listening proficiency test.

It can be explained on the indicator number 1 "learners get upset when they are not sure what they are listening in English" there was 0 student who strongly disagreed, 15 students disagreed, 22 students neutral, 43 students agreed, and 21 students strongly agreed. It could be concluded that 42.8% of students agreed and 20.8% strongly agreed that they would get upset if they were unsure what they heard or understood.

Indicator number 2 "when students are listening to English, they get so confused because they are not able to remember what they are listened" there was 0 student who strongly disagreed, 26 students disagreed, 25 students neutral, 46 students agreed, and 4 students strongly agreed. It can be concluded that 45.5% of students agreed and 4% strongly agreed.

Indicator number 3 "when listening to English I get nervous and confused when I do not understand every word." there was 0 student who strongly disagreed, 23 students disagreed, 24 students neutral, 45 students agreed, and 9 students strongly agreed. It can be concluded that there was 44.6% of students agreed, and 8.9% strongly agreed if they did not understand every word, I got nervous and confused.

Indicator number 4 "It bothers me to encounter words I can not pronounce while listening to English." there was 0 student who strongly disagreed, 14 students disagreed, 27 students neutral, 55 students agreed, and 5 students strongly agreed. It can be concluded that there was 54.5% of students agreed and 5% strongly agreed if anxiety symptom while I am listening English, it bothered me.

Indicator number 5 "I feel intimidated whenever I have a listening

passage in English to listen to.." there was 0 student who strongly disagreed, 52 students disagreed, 23 students neutral, 22 students agreed, and 4 student strongly agreed. It can be concluded that there was 21.8% of students agreed and 4% strongly agreed.

Indicator number 6 "I am worried about all the new sounds I have to learn to understand spoken English." there was 0 student who strongly disagreed, 29 students disagreed, 27 students neutral, 40 students agreed, and 5 student strongly agreed. It can be concluded that there was 30.6% of students agreed and 5% strongly agreed if they worried about listening.

Indicator number 7 "The hardest part of learning English is learning to understand spoken English." there was 0 student who strongly disagreed, 22 students disagreed, 24 students neutral, 48 students agreed, and 7 student strongly agreed. It can be concluded that there was 47.5% of students agreed and 6.9% strongly agreed if they worried about listening if listening was hardest.

Indicator number 8 "I do not mind listening to English by myself but I feel very uncomfortable when I have to listen to English in a group." there was 0 student who strongly disagreed, 29 students disagreed, 38 students neutral, 23 students agreed, and 11 student strongly agreed. It can be concluded that there was 22.8% of students agreed and 10.9% strongly agreed if they listened in a group.

Indicator number 9 "English culture and ideas seem very foreign to me." there was 0 student who strongly disagreed, 30 students disagreed, 51 students neutral, 20 students agreed, and 0 student strongly agreed. It can be concluded that there was 19.8% of students agreed and 0% strongly agreed if English culture and ideas it was very foreign.

Indicator number 10 "I get upset whenever I hear unknown grammar while listening to me." there was 0 student who strongly disagreed, 17 students disagreed, 29 students neutral, 49 students agreed, and 6 students strongly agreed. It can be

concluded that 48.5% of students agreed and 5.9% strongly agreed if they did not know grammar.

Indicator number 11 "I worry that I might not be able to understand when English speakers talk too fast." there was 0 student who strongly disagreed, 6 students disagreed, 19 students neutral, 57 students agreed, and 19 students strongly agreed. It can be concluded that there was 56.4% of students agreed, and 18.8% strongly agreed if the speaker told too fast.

Indicator number 12 "I feel relaxed if there are pictures or videos provide when I listen to English." there was 0 student who strongly disagreed, 2 students disagreed, 32 students neutral, 51 students agreed, and 16 students strongly agreed. It can be concluded that 50.5% of students agreed and 15.8% strongly agreed if they felt relaxed.

Indicator number 13 "I am nervous when I am listening to a passage in English when I am not familiar with the topic." there was 0 student who strongly disagreed, 12 students disagreed, 35 students neutral, 47 students agreed, and 7 student strongly agreed. It can be concluded that 46.5% of students agreed and 6.9% strongly agreed if they was nervous when I was listening.

Indicator number 14 "I have difficulty in understanding speakers with English accents that are different from mine." there was 0 student who strongly disagreed, 14 students disagreed, 33 students neutral, 44 students agreed, and 10 student strongly agreed. It can be concluded that there was 43.6% of students agreed and 9.9% strongly agreed if they heard in a different accents.

Indicator number 15 "I worry that I might miss important information if my mind drifts while listening to English." there was 0 student who strongly disagreed, 3 students disagreed, 9 students neutral, 69 students agreed, and 20 student strongly agreed. It can be concluded that there was 68.3% of students agreed and 19.8% strongly agreed if they worried.

Indicator number 16 "I have difficulty in comprehending English passages when there is background noise." there was 0 student who strongly disagreed, 3 students disagreed, 13 students neutral, 51 students agreed, and 34 student strongly agreed. It can be concluded that there was 50.5% of students agreed, and 33.7% strongly agreed if there was a background noise.

Indicator number 18 "I think other students' listening proficiency are higher than mine." there was 0 student who strongly disagreed, 16 students disagreed, 47 students neutral, 26 students agreed, and 11 student strongly agreed. It can be concluded that there was 25.7% of students agreed and 10.9% strongly agreed.

Indicator number 19 "My minds drifts when I am listening to English." there was 0 student who strongly disagreed, 35 students disagreed, 43 students neutral, 21 students agreed, and 2 student strongly agreed. It can be concluded that there was 20.8% of students agreed and 2% strongly agreed if my minds drifted.

Indicator number 20 students feel the only one who cannot understand in English listening class." there was 0 student who strongly disagreed, 57 students disagreed, 25 students neutral, 16 students agreed, and 3 student strongly agreed. It can be concluded that there was 20.8% of students agreed and 2% strongly agreed.

Indicator number 21 "I worry that I might fail my English tests." there was 0 student who strongly disagreed, 24 students disagreed, 30 students neutral, 36 students agreed, and 11 student strongly agreed. It can be concluded that there was 35.6% of students agreed and 10.9% strongly agreed if they worried.

Indicator number 22 showed that there was 41.6% of students agreed and 20.8% strongly agreed if they knew about history and culture. Indicator number 23 shows 45.5% of students agreed and 18.8% strongly agreed if they felt nervous. Indicator number 24 indicated 26 students agreed, and 6 students strongly agreed that

students feel relaxed when I listen to English lectures. It can be concluded that 25.7% of students agreed and 5.9% strongly agreed if they felt relaxed. Then, indicator number 25 that 41.6% of students agreed, and 7.9% strongly agreed if they worried.

The interview result is to find out the feeling anxious and stressed while the students did listening comprehension test. We asked the students some questions, which divided into listening anxiety. There were 5 questions and 10 students given to the students who had already finished in English Proficiency Test randomly.

The first questions discussed the extent to which the students feel anxious and stressed while doing the listening proficiency test. Most students said they feel anxious and stressed when they could not guess or understand the words clearly. When the dialogue from the audio speaks quickly, minor students said that they were afraid of not understanding something and the speaker spoke too fast. On the other hand, some of the students said that they feel really stress when doing listening tests because the limited time makes us confused and can not focus on what the speaker said.

Second question conversed about the students prefer to listen to short dialogue, long conversation or long talk. Almost every person said that they prefer short dialogue, because it was clear and relatable before long dialogue that led to be understandable. In contrast, the short dialogue has nothing much we were focused on. In contrast, there has some of them said that they prefer long conversation because all of the information was clear and the answer of the questions included in that conversation or dialogue.

The third told discussed the environment that make the students feel less anxious for doing the listening Proficiency test. They mainly told us that they better be on a quiet place, long enough from the noisy sound that can disturb our concentration. In minor is listening at a sufficiently loud volume and if there is guidance.

The fourth questions conversed about the difficult thing that makes the students hard to listen English Proficiency test.

Chiefly students said that what makes us difficult for doing listening test are the speaker speak too fast and sometimes the dialect or accent of the sounds are really hard to understand because they did not familiar with the words or dialect that used in the dialogue or conversation, and minor is they lack of vocabulary to understand of the meaning. Subordinate is the similar answer choices and limited time because it makes us confused on the test and loses control in the listening test. On the other hand, they said that noisy place that can disturb our focus, audio that may err in the middle of the test, the speed of native speaker that sometimes hard to be heard, and missing the pattern or some vocabulary may affect the answer a lot.

The fifth questions discussed the situation that makes the students less anxious and perform better listening proficiency tests. Generally, students told that they feel better listening comprehension when they practice more to the conversation dialogue and understand the tips and trick the ways to answer the questions in the listening comprehension test. Subordinate is when they already prepared or studied a lot before doing the test. They already have exercise enough regarding listening test. There are no interference from outside and inside, and the audio is clear. The minor is when in those listening comprehensions, the words are easy to understand and general vocabulary.

Discussion

After conducting the research of foreign language listening anxiety and online English proficiency test, this case finally reaches in the discussion part.

The relationship between foreign language listening anxiety among undergraduate

students and scores' listening proficiency test

Based on the finding above, It can be concluded that there was only one indicator, that is indicator number 4 which is correlation. It could see at table 4.1 significant value to $.022 < .05$, for other significant value there was $> .05$ because, if the significant was less than $.05$, it is meant correlation. Hence, it is meant that there was not relationship between foreign language listening anxiety and scores' English proficiency test, because of it high than $.05$.

The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test

The percentage of the undergraduate students' questionnaire showed 69 students, 68.3% agreed level who told that they worried that they might missed important information if my mind drifted while listening to English. Minor was 56.4% agreed, and 57 undergraduate students who worried that they might not be able to understand when English speakers told too fast and they felt that I was the only one who could not understand in English listening class, 57 students and 56.4% disagreed. Besides 0 student who was strongly disagreed, it could see on table 4.2 above. Moreover, after calling to interview the undergraduate students, We found that they were fear, worried, panic, stressed until it led to anxiety and unconfident to complete the TOEFL test. On the other hand, anxiety symptom occurs when the undergraduate students face limited time, an uncomfortable environment, and difficulty on the TOEFL test. Finally, the undergraduate students miss what the speaker said and lose concentration. As Hasan says, the identified problem causing listening anxiety was missing parts of the text, not recognizing words, unclear pronunciation, and rapid speech rate [4]. Anxiety has 4 kinds of anxiety symptoms; emotional symptoms, cognitive symptoms, psychological symptoms, and behavioural symptoms.

Meanwhile, when undergraduate students' cognitive got into trouble, they had an attention problem, concentration problem, memory problem, difficulty solving problem, and worry. Besides their behavioral issues, it looks clear because they had irritability and failure to complete tasks even though it was a piece of cake. If their physiological symptoms happened, they were rapid heart rate, headaches, and recurrent, localized pain. There are whole of the factors of listening anxiety while the undergraduate students are doing listening proficiency test.

Conclusion

Based on the research findings and discussion, the relationship between foreign language listening anxiety and scores' listening proficiency test was not a relationship because only one point related to it was anxiety that bothered them to encounter words they could not pronounce while listening to English. The significant value was $.022 < .05$ while the another statements was $> .05$ overall. It showed that this issue was not a relationship. The factors do undergraduate students have foreign language anxiety while doing a listening proficiency test. The result of percentage and interview to support the data, based on the percentage result, the general undergraduate students agreed that issue made them confused, stressed, panic and led them to be anxious. In this case, an undergraduate student was state anxiety because there was a temporary feeling of anxiety. Besides, almost all the students said that they did not understand what the speaker said quickly until they missed the words, instead of fear, anxiety, and stress or panic when they could not guess or catch the words. As well as the limited time made them could not focus on what the speaker was saying.

Furthermore, the students did not listen to long conversations or long talk because they prefer short dialogue to a long conversation or long talk. One of the reasons is to make

the students get trouble quickly in listening proficiency tests. Besides, the students should stay in a quiet place and conducive environment.

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