

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of The Research**

There are four critical skills when learning English. Namely speaking, listening, writing, and reading. These four language skills are sometimes called the "macro-skills" (Supina, 2018). Listening is one of the four skills that students should develop since it is necessary for communication (Gilakjani & Ahmadi, 2011). We generate text when we talk, and it should be meaningful text. We can identify the speaker, the listener, the message, and the feedback during the communication process. Speaking and pronunciation are inextricably linked because they help pupils learn the English sounds.

Listening is the process of recognizing speech in a first or second language. Listening relates to the ability to precisely receive and analyze communications in the communication process. All effective communication is dependent on the ability to listen effectively; without it, messages are easily misconstrued. Listening received less emphasis in language teaching and learning since teaching techniques focused productive abilities and listening was classified as a passive activity (Richards & Renandya, 2010).

However, the reality is that Indonesian students find it hard to cope with English learning. Students who struggle to acquire English may also be affected by the fact that English is not utilized as a first language (Riyati, 2020). So, students are unable to comprehend English learning quickly and easily. Especially in the listening skills, Listening is a difficult skill to master. The students must pass through several stages. According to Tyagi (2013), The phases of listening are as follows: hearing, understanding, remembering, evaluating, and responding. Besides that, Underwood, cited in Houston (2016) there are three Listening stages. Such as, Pre-listening, While-listening, and Post-listening.

It is possible for students to experience anxiety when learning these four skills. Especially anxiety in the listening learning process. Anxiety is a

psychological term that refers to a personality trait that influences the learning process. The physical characteristics occur during either general learning or language learning (Atasheneh and Izadi, 2012). Anxiety has also been shown to be one of the most important elements influencing language learning. It is a crucial emotional filter that influences language learning success and failure (Fadillah, 2009, & Kimura, 2011). Anxiety can be disadvantageous to all of the students. Students who are struggling with anxiety be done to ease students' anxiety (Cassie Dobson, 2012).

One of the crucial learner variables is listening anxiety which that affects success and failure in language learning for second language learners. Because listening is an important part of communication, individuals must master listening skills in order to communicate effectively. Listening is a dynamic and interactive process in which the listener absorbs speech sounds and seeks to comprehend what is being said. To effectively respond to oral communication, the listener seeks to comprehend the intended message of the oral text. Indeed, many students have difficulties to listen it clearly. It is supported by Tusianah (2000) that the majority of students find it extremely difficult to improve their listening skills, thing applies to getting the gist of information from the text. This difficulty and complexity cause anxiety among second or foreign language learners (Graham, 2006). Because that, they feel anxious when learning listening process.

The development of learning models in schools has varied. This is indicated by the many learning styles used by the teacher. Guidelines for teachers are extremely important in order to carry out learning. Guidance is a type of systematic assistance in assisting students in achieving satisfactory adjustment to school and in life. The criteria are founded on active, collaborative, and constructivist methods to collaborative learning, which are supported by the establishment of a strong sense of community, a distributed learning community (Mbaati and Minnaar, 2015). Teachers can help their students overcome their anxiety during listening learning by providing them with guidelines. However, in this pandemic era, many activities are limited. Especially in listening learning

process. Moreover, guidelines are one of component which can help the teacher better in teaching Listening learning.

In addition, Research in the field of English learning that discusses guidelines for teacher to reduce student's anxiety in listening skills has several clusters. Such as, Student's Internal Factors Causing Listening Anxiety in Intermediate Listening Class (Dewi, 2018), Enhancing Student's Listening Skill Through Dictogloss (Puspita, 2016), The Students Strategies in Dealing With Anxiety in the Interpreting Class (Monika, 2017), Anxiety on Students' Listening Comprehension In University Student in Malang (Prastiyowati, 2019).

Guidelines for Developing Listening Materials (Maftoon & Kargozari, 2016), Developing Guidelines (Woolf & Grimshaw, 1999), Guidelines for excellence in teaching (McMillan, 2007), Design guidelines instruction in classroom teaching (Cha, 2014), Developing Guidelines for Evaluating Web-based Learning Materials (Radovan & Perdih, 2016), Guidelines for learning in a mobile environment (O'Malley, Vavoula, Glew, Taylor, Sharples, Lefrere, Lonsdale, Naismith, Waycott, 2005).

Listening in Language Learning (Rost, 2013), Listening for Learning (McRae, 2021), Enhancing Student's Listening Skill Through Dictogloss (Puspita, 2016), The importance of Listening Comprehension (Ahmadi, 2016), Teaching Listening Skills (Solak, 2016), Anxiety on students listening comprehension (Prastiyowati, 2019), Listening Anxiety and the solutions to inhibit its negative effects (Susilowati, n. d).

In the previous research, that mentioned the factor that cause anxiety in listening. Anxiety is a natural emotion that kids feel when listening. When pupils' anxiety goes out of control, it might interfere with their ability to listen (Dewi, 2018). But in that research, it does not include solutions or ways to overcome these factors at the same time. Because, the researcher hope that it would be better if it has found the factor, immediately look for solutions from these factors.

Then, in reducing the anxiety in listening learning. There are also those who say that there are several strategies to overcome this. Furthermore, investigates

the relationship between learning strategies and anxiety, concluding that high anxiety learners may lack strategies in language learning; they encode information less well, pay less attention to fewer environmental cues, process material less effectively, experience more cognitive interference, and lose working memory more easily. (Mueller, 1981, as cited in Monika, 2017). However, some of these strategies are still not optimal in overcoming anxiety in listening. It will be maximized if the strategy is combined with clear guidelines. So that teachers can more easily overcome anxiety in listening for their students.

From the explanation above, the researcher decided to do a research about developing of guidelines for teacher to reduce student's anxiety in listening learning process at junior high school. In particular, who are still unable to deal with students who are anxious when listen. The researcher believed that if the teacher followed this guide, the students' anxiety regarding listening learning process would be reduced.

## **1.2 Identification of the issues/phenomena**

Based on the background above, the identifications of the problem found in these studies are:

1. The students are having anxiety in listening learning process.
2. The students are afraid to misunderstanding the words which they listen.
3. The students have minimum vocabularies
4. Lack of multimedia facility, which make the poor sound quality.
5. Lack of listening strategies

Based on the problem's identification, the writers discuss about the problem of many students in junior high school. These are almost happened to the students when they listen the words. So, it should be the point for teacher to reduce the students' anxiety in listening learning process.

## **1.3 Delimitation and focus of the study**

Doing research that covers the previously mentioned topics is still too broad, so the problem must be limited. The writers will not discuss any other aspect of

the case such as the material and lesson plan. It focuses on guidelines for teacher to reduce students' anxiety in listening learning process. That's because many previous studies have discussed the factors that cause anxiety in listening learning, but no one has made the guidelines for teacher to reduce student's anxiety in listening learning process.

#### **1.4 Research Questions**

The formulation of research questions is as follow:

1. What are the characteristics related to guidelines for teacher to reduce student's anxiety in listening learning process?
2. How is the prototype of guidelines for teacher to redcue student's anxiety in listening learning process?

#### **1.5 Aims of the research**

1. To explore how the guidelines for teacher to reduce student's anxiety in listening learning process.
2. To produce the guidelines for teacher to reduce student's anxiety in listening learning process

#### **1.6 Significances of the research**

##### **1.6.1 Theoritically Significances**

This research is useful for knowledge to develop guidelines for teacher to reduce student's anxiety in listening learning process. It is very helpful to understand the other researchers if want to conduct research in this area. This research also gives solutions regarding steps or ways to reduce anxiety in listening learning.

##### **1.6.2 Practically Significances**

The results of this study can contribute and can even be used as reference material for people who need research in this field. It can also be used to provide information for future researchers regarding the problems faced by

English teachers in developing guidelines for teachers to reduce student's anxiety in listening learning process. The guidelines that have been produced can help future teachers or educators to reduce student's anxiety in the listening learning process.

## **1.7 Theoretical Foundation**

### **1.7.1 Guidelines**

The general understanding of the guidelines refers to statements, which recommend or suggest certain actions, goals, or efforts. Guidelines are declarations, statements, or announcements that encourage or propose specific activities, goals, or endeavors (APA, 2012). A set of guidelines also has its uses. That is according to what was said by Ally (2004) one set of guidelines seems to be to deliver authentic learning settings in a meaningful context.

Center for Research on Learning & Teaching (n.d) stated that Guidelines can assist to clarify expectations, foster a sense of belonging among students, and promote students' capacity to engage constructively with others regardless of their beliefs.

The Guidelines should also receive external review to ensure certain things. It is complemented by an explanation of Woolf & Grimshalf (1999), that are guidelines should receive external review to ensure content validity, clarity, and applicability (Woolf & Grimshalf, 1999).

The criteria are founded on active, collaborative, and constructivist methods to collaborative learning, which are supported by the establishment of a sense of community, a flexible study environment (Mbaati and Minnaar, 2015). The premises on which their expectations of effectiveness are based, as well as the outcomes (benefits and harms) that they think significant, are made explicit by guideline designers.

The guidelines can help teachers navigate the various factors and variables involved in developing materials for their own teaching situations. While not all guidelines will be applicable in all Material design scenarios,

those that should provide a consistent design and material that improves the overall learning opportunity. As said by Major & Howard (n. d), that the recommendations that follow will serve as a beneficial foundation for instructors as they negotiate a variety of elements and circumstances in order to build resources for their specific teaching scenarios. The criteria are provided as guidelines only, not as requirements to be strictly followed (Major & Howard, n. d)

### **1.7.2 Anxiety**

Anxiety disorder seems to be a basic human emotional agitation that consists of anxiety and constant worry with no good reason for annoyance in ordinary routine (Zaman, Habib, Atif, Farooq, 2010). There are various ways to define anxiety. Like anxiety, it can cause fear of physical danger or loss of mental control. As said by Purdon, Antony, Monteiro, and Swinson (2001) that are:

"[...] the nature of anxiety can be defined variously. For example, With the exception of panic disorder, when people fear anxiety symptoms because they are afraid of bodily harm or losing mental control, socially anxious people are afraid of the perceived social repercussions of others perceiving their concern. College students who are socially anxious assess individuals who appear worried more adversely than college students who are not socially anxious." (Purdon, et. al 2001).

Anxiety is a common thing that happens to human. It is a common act that happens when someone is anticipating something. According to Horwitz in Serraj (2015, p. 1), Anxiety can be described as:

"pressure, apprehension, unease, and worry caused by sympathetic nervous system response" (Horwitz in Serraj, 2015, p. 1).

When someone is having an anxiety or being anxious, their nervous system will be working abnormally, and that will result to the feeling of tension, nervousness and worry.

Anxiety is a common symptom among students, particularly social anxiety, in which they fear anxiety symptoms out of fear of physical harm or lack of mental control; also, students with high levels of social anxiety suggested that other people who appear worried would be more empathetic, created an internal threat that presented itself as a threat from the outside; that was something of someone else's making.

### **1.7.3 Listening**

Listening also consists of many things, such as auditory discrimination, aural grammar, choosing the information needed, remembering it, and also about connecting it with the process between sound and form of meaning. According to Morley (1972) as cited in Pourhosein Gilakjani & Sabouri (2016), that :

"[...] Listening entails auditory judgment, oral grammar, selecting necessary information, memorizing it, and connecting it to the process of sound and meaning form. (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016)."

Listening is an active mental ability (Rost, 2009). It's means that listening is an active process in which we interpret, evaluate, and respond to what we hear. In order to develop new pedagogical interactions, to reconfigure classrooms, and to reimagine the relationships between and between students and teachers are opportunities for learning in listening. As said by McRae (2021):

"[...] Listening to or for learning provides an opportunity to develop new pedagogical interactions, reconfigure classrooms, and reimagine relationships among both as well as among teachers and students. (McRae, 2021)."



Listening is the basic ability or active mental ability to hear and understand information, which includes auditory discrimination, aural grammar, selecting information necessary, trying to remember it, and trying to connect it to the process among sound and form of meaning in order to design new pedagogical interactions, re - organize classrooms, and re - imagine connections among both or among students and teachers.

#### **1.7.4 Listening Anxiety**

##### **1.7.4.1 Definition of Listening Anxiety**

Anxiety can be becomes a significant barrier for nonnative learners as they learn the four skills in English, including listening. Listening class can be stressful and anxiety-inducing. If students are unaware of some listening difficulties they experience while learning, it is possible that their interest in learning will decrease and their anxiety will increase.

MacIntyre and Gardner (1994 : p.24) Language anxiety can be defined as "the sensation of tension and apprehension second or foreign language contexts such as speaking, listening, and studying." Listening anxiety is one type of anxiety in a foreign/second language situation. Listening anxiety has been identified as a separate sort of language anxiety that is closely related to general language anxiety (Elkhafaifi, 2005) in Avci (2017:98).

Listening anxiety is a term used to describe a problem that prevents students from achieving the best listening comprehension possible. When a student has listening anxiety, she or he has an unexpected reaction to a task, such as not being able to complete or even hear the audio properly. As stated by Tahsildar and Yusoff (2014, p. 44), Listening anxiety is defined as "a person's psychological response to a listening task, which is determined by

the effect of feelings, beliefs, and behaviors.". According to Zhai (2015, p. 41), Listening anxiety is defined as "the listener's fear of misinterpreting, inadequately processing, or failing to psychologically adjust to messages sent by others.". Feelings, beliefs, and behaviors all have an impact on students' listening anxiety because they can make students fearful of doing listening tasks. It can erode students' self-esteem and confidence, contributing to a drop in performance and achievement. Anxiety creates a mental block, reducing students' motivation to maximize comprehensive input for their learning progress.

#### **1.7.4.2 Factors of Listening anxiety**

Anxiety in listening appears because of some extreme factors such as:

- 1) less knowledge of difficult and unfamiliar words;
- 2) lack of listening strategies

Listening is an activity that is difficult to do especially for students of foreign language. Therefore, strategies are really required in order to get the best comprehension of it. However, foreign language students seem to have lack of listening strategies (Adnan, Marlina, and Annisa, 2019). Listening strategies can be taught by lecturers. So in order to make the students have good listening strategies, the lecturers should be the ones who teach them.

- 3) Reduced concentration due to bad feelings that block the process of interpreting complex words, connecting words, sentences, and clauses into such a meaningful and meant clear meaning based on context;
- 4) Tension and worry over English listening audio.
- 5) Lack of confidence in listening to audio.

As stated by Zhai (2015), The first is a lack of self-assurance. The more self-assured a person is, the more probably they will profit from listening classes. Zhai (2015, p. 43), Students sometimes feel nervous about listening comprehension even though they lack confidence and knowledge about listening activities since they first start college.

According to Kim (2000), Students who have previously failed at listening activities may experience a lack of confidence. Negative experiences lead to negative memories in students' listening practices. It has an impact on the students as they listen to the speaker.

#### **1.7.5 Junior High School**

The definition of junior high school is very diverse. But one of the definitions is that put forward by Collins Dictionary (2021) which says Junior high school is a school that is halfway between elementary school and senior high school, typically consisting of grades 7, 8, and 9.

There are several things that are prepared by students in junior high school. The point is to be able to build good relationships in the community, including how to communicate well in the social environment. As said by Setyawati, Adnyani, & Piscayanti (2018) as well as They are prepared in junior high school to be able to build good relationships in society, including the ability to communicate effectively in social situations.

People believe that junior high school students are still classified as early adolescents who believe that the primary function and purpose of high technology and gadgets is entertainment. The majority of Indonesian junior high school students are in their adolescent years (Malin, Indrawati L., & Damon, 2017).

The definition of Junior High School is a school intermediate which includes grades 7, 8, and 9. The students in Junior High School are prepared to be able to build good relationships. It's causes that student in Junior High

School are still classified as adolescent period. Who has still considering entertainment with high technology and gadgets.

#### **1.7.6 Guidelines for teacher to reduce student's anxiety in listening learning process at junior high school**

Language anxiety is defined as apprehension or fear that occurs when a student who expected to perform in a second or foreign language. Anxiety seems to be defined as "the perceptual sensation of tension, apprehension, uneasiness, and worry linked with autonomic nervous system activation." (Pan, 2016). It can be concluded that the anxiety that is still embedded in students needs to be improved or overcome. The best technique to overcome anxiety in students in learning listening is the listening stages that teacher used. So that some of the factors experienced by teachers and students can be overcome. Therefore, guidelines are needed to ensure that teachers can get the best solution to overcome the anxiety experienced by their students.

### **1.8 Previous Studies**

There were several previous researchers who discussed guidelines for teachers in reducing student's anxiety in listening skills. Some of them have areas closer to this research.

In one previous study, it was stated that the teacher's role greatly affects the anxiety experienced by students when learning listening. It's said that Master needs to calm the class if the situation is turned tense. Humor or jokes are expected to entertain students who are under pressure. In this case, the teacher must encourage and comfort students in order for them to develop self-confidence (Atasheneh and Izadi, 2012, as cited in Serraj, 2015). However, the study did not mention the teacher's personality that made students afraid in class. If there is a teacher who has a fierce personality, it is very influential. So, the research should also explain about the personality of the teacher who teaches in that class.

In addition, the cause of anxiety when learning listening is also caused by the facts of the material. Listening material is related to speed, foreign vocabulary, accent, pronunciation, and lack of repetition. The majority of participants complained text speed. They believe that they become less anxious if the text served at a slower rate. This is in line with research conducted by Vogely (as quoted by in Serraj, 2015) mentioned that almost a third of the participants reported that the nature of speech as a source of anxiety. However, there is no mention of how the solution is so that students do not experience the lack of some of the materials that have been mentioned. It will be optimal if there is a cause, then there is also a solution to overcome it. Also equipped with Guidelines to make it clearer, and more focused.

In a study that discusses guidelines for developing listening materials that are sufficient to cover almost all of listening. One of them is as said by Maftoon P, Kargozari H. R, Azarnoosh M (2016), namely as with listening exercises, the development of listening materials is slightly discussed in learning materials. However, the study lacked mention of the factors that could hinder the development of listening materials. And also, it is not explained how important it is in developing listening materials.

The importance of listening comprehension is only explained about listening comprehension in learning. According to Chastain (1988), listening understanding that divided into 4 parts. The ability of identify all sounds, intonations, and voice features in the second language from the same sounds in the mother tongue is the first. In this study, there are several shortcomings, including the absence of a way to improve listening skills for junior high school students, and also limited to the component of listening comprehension. There are no clues to improve listening skills, especially in overcoming students' anxiety in learning English.

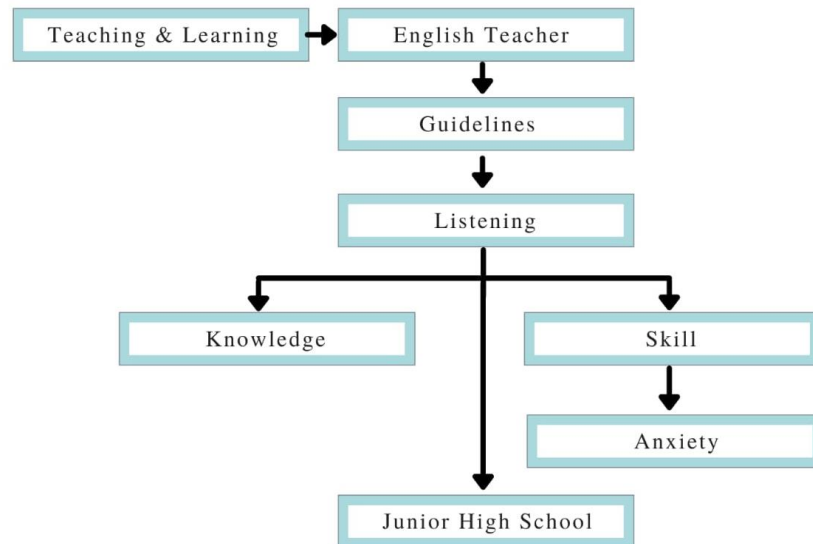
From several previous studies, no one has designed guidelines for teacher in reducing student's anxiety in listening learning process. In fact, Anxiety is an emotional component that impedes learning. It is associated with unpleasant emotions like worry, frustration, self-doubt, fear, also tension (Fang, 2011). So,

it is important to make research on guidelines to overcome this. So that the level of anxiety that exists in students can be reduced over time.

### **1.9 Frame of thought**

The teacher's learning style as a guide can be useful for managing student interaction in the classroom. In this study the researchers took the development of teacher guidelines. Critical thinking skills, creativity, collaboration, and communication are certain basic competencies. Furthermore, the guidelines for teachers are material for teachers, especially in junior high schools that are suitable for overcoming or reducing anxiety in students in the listening learning process. Current student problems lead to a lack of student understanding of the learning. Teachers must be more creative in overcoming these obstacles. The challenge of this research is that students feel quite anxious during the listening learning process which causes their learning style and the knowledge they get to be incompatible. Each learner learns in a unique way, relying on both internal and external factors (Wibowo, 2016. p. 128). Guidelines for teachers to overcome or reduce student anxiety when learning listening is related to student learning styles. The researcher has a figure that describes the relationship between all the topics. The major issues in this study are presented in the chart below.

**Figure 1.1**  
**Frame of thought**



## **1.10 Research Method**

In this section, The research methodology separated to many sections, which are as follows: research design and steps of the research, source and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

### **1.10.1 Research Design and Steps of the Research**

The research design used by the writer in this research is qualitative research. Moreover, the development model used in this research is ADDIE. The ADDIE model is one of most widely used models in instructional design which helps researcher or teachers to design efficient and effective teaching by applying the ADDIE model process to each product (Aldoobie, 2015, p. 70). Which has 5 steps, they are:

- 1). Analysis Phase
- 2). Design Phase
- 3). Developing Phase
- 4). Implementation Phase

#### 5). Evaluation Phase

The selection of these steps is because at the level of undergraduate degree education, these steps are already feasible to use and also consideration of the length of time, there are:

- 1). Analysis Phase
- 2). Designing Phase
- 3). Developing Phase

The first step in the research is analysis related to the research from literature review, interview, and questionnaires. Analysis the data is also required to strengthen the theory that will be used in formulating the product guideline components.

The researcher then attempts to design guidelines for teacher to reduce student's anxiety in listening learning process. The result of the need analysis is used to plan a strategy for developing instruction during the product design phase (McGriff, 2000). The researcher designed the guidelines using the results of the previous data analysis and information gathering. Experts will also test the validity. The materials created were validated by a lecturer in the English Education Department at University, and an expert in the TEFL field. They validated the materials by providing feedback, comments, and suggestions, and then filling out the validation sheet for the best outcome.

Therefore, after the phase was conducted, the researcher provided the product namely guidelines for teacher to reduce student's anxiety in listening learning process at junior high school.

#### **1.10.2 Sources and types of data**

This research will be taken by students in Junior High School. "Population refers to all of the components (individuals, things, or substances) that fulfill particular conditions for inclusion in a given universe" (Bums & Grove, 2005, p. 40).



The data in this research will come from two sources: primary and secondary data. The primary data are observations, experiences, or recordings made close to the event. The students and English teacher at Junior High School are provided the primary data for this study. There are various fundamental approaches or procedures for gathering primary data. Sugiyono (2008, p. 225) claims that they are conducting observation, interviews, questionnaires, documentation, and triangulation or combination. In addition, interviews and questionnaires are used to collect data in this study.

Then, the secondary data sources those written materials related to the topic, such as books, theses, journals, and articles. As a primary data source, the secondary data source is this. To obtain information, data from a secondary source will be analyzed. It includes a data collection function for a variety of purposes.

### **1.10.3 Data collection techniques and Instruments**

This is critical to use the correct data collection technique in order to obtain objective data. The term "data collection technique" refers to all of the methods used by researchers to obtain data for their studies. The data collection technique in this research are interview and questionnaire.

#### **1) Interview**

In this study, the initial stage of data collecting is an interview. An interview means a meeting between two people to gather information by the questions and answers (Esterberg, 2002 as cited in Sugiyono, 2017). This technique's data collection involves a researcher asking a question and recording the responses of the teacher and the students in junior high school, also the expert in a university. Interviews were conducted directly and privately. The aims are to find out how

students are in learning and what are the factors that cause anxiety in listening.

## **2) Questionnaires**

A questionnaire can be defined by data collection device which that consists on a sequence of questions and the other prompts designed to elicit information from respondents (Abawi, 2013). The researcher conducted questionnaire for the students in junior high school. Questionnaires in the form of 10 statements that must be filled in by students by choosing between answers strongly agree, agree, disagree, and strongly disagree. It's carried out in class during school breaks. Because it doesn't take too long. Then, this questionnaire was distributed to 27 students by the researcher. In order to know about the level of anxiety in listening learning experienced by students.

### **1.10.4 Data analysis techniques**

This research's data analysis was based on Lodico (2006) technique. There are phases to analyzing data using this technique, as well as the researcher conducts the stages below:

- 1) The researcher collects and organizes data from interviews and documents. The interview data would be completely transcribed. The frequency analysis would be analyzed to create descriptive statistics using data gathered through interviews and documentation.
- 2) 2) The researcher then characterizes the data in order to interpret the respondents.

Lodico (2006) stated that Coding is a process of identifying and classifying separate chunks of data that explain a related phenomenon using boards category names. This code was written that make the data easier to read. So, coding the data as what Lodico

stated that the researcher will be adopted this way to analyze this data research.

#### **1.10.5 Research Timeline**

The researcher makes a research timeline design so that this research process can run according to the target. And also, so that research can run optimally. And below is the research timeline;

***Table 1.1***  
***Research Timeline***

<b>No</b>	<b>Activities</b>	<b>Month</b>
1	Preparing research proposal	January 2022
2	Research provosal revision	February 2022
3	Asking the agreement to the principal of the school for doing survey	March 2022
5	the data collection using literature review, interview and Questionnaires	April 2022
6	Analyzing data and developing the product based on literature review, interview and Questionnaires	May 2022
7	Making data conclusion	June 2022
8	Finalisation of research	
9	Thesis examination	