

**THE CORRELATION BETWEEN FOREIGN LANGUAGE
LISTENING ANXIETY AND SELF-EFFICACY TOWARD
COMPREHENSION DURING COVID-19 PANDEMIC
ONLINE LEARNING**

THESIS



**BY
AYU RISKY**

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

1443 H/2021 G

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



BY

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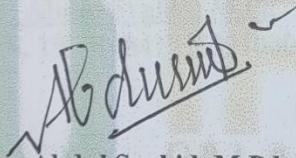
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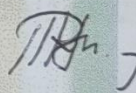
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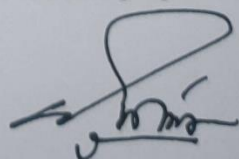
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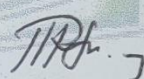
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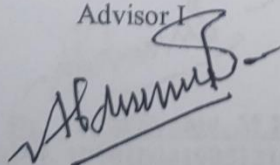
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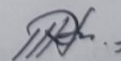
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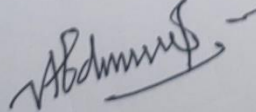
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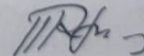
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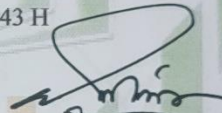
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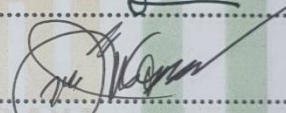
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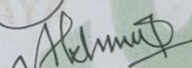
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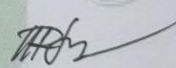
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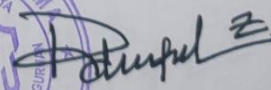
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لَا تَقْنَطُوا مِنْ رَحْمَةِ اللَّهِ

“Janganlah berputus asa dari rahmat Allah”

Q.S. Az-Zumar:53

The thesis is dedicate to:

My lovely father Sahabbudin, and my mother Salmah. I extremely thank you for their love, sacrifice, prayer, and support my life and study in physical and spiritual. My beloved sister Gina Aira Putri who always remind me to finish this thesis. Also my beloved families who always support and praying for me. My admired all lecturers of English Education who have taught and gave the advice and support. My Beloved friends, Nandha Maulidya Pratami, Siti Azizah, Anggun Rizky Amelia and Nuning Melati Putri.

DECLARATION OF AUTHORSHIP

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Yours Faithfull



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ABSTRACT

Risky, Ayu. 2021. *The Correlation Between Foreign Language Listening Anxiety, Self-Efficacy and Comprehension During the COVID-19 Pandemic Online Learning*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Dr. Abdul Syahid, M.Pd., (II) Rahmadi Nirwanto, M.Pd.

Keywords: *Foreign language listening anxiety, self-efficacy, listening comprehension*

Listening learning activity has been conducting for several months not through face to face meeting but through online learning and other forms of learning. Studying at home through online learning becomes one of the safest process during the COVID-19 pandemic since the government of many countries did not want to take the risk of a more massive spread of the COVID-19 virus at schools and universities (Greve, 2020). The researcher wants to investigate the correlation anxiety and self-efficacy in the English Listening class comprehension during online class.

The research was aimed to measure the correlation and the levels of students' listening anxiety and self-efficacy that surrounding the students' English listening comprehension in online learning during the COVID-19 pandemic.

This research using correlational design by distributing questionnaires and done listening test. The participants were 23 university students based on computation with G*Power and taking the critical listening online class in their respective departments in academic year 2020/2021.

The data were analyzed by Pearson Product Moment and Multiple Linear Regression showed that: (1). The correlation between Foreign language listening anxiety and comprehension was $r = -.196$, $p = .371$. (2). The correlation between Listening self-efficacy and comprehension was $r = .021$, $p = .924$. (3). The correlation between FLLA, LSES and comprehension was $r = .213$, $p = .630$. with no multicollinearity. It is found that there is low correlation between foreign language listening anxiety, self-efficacy and comprehension. From the explanation, the researcher made conclusion that there is low and positive correlation between students' foreign language listening anxiety, self-efficacy and comprehension. However, it is not proven that the correlation was significant so it is considered as not significant correlation.

ABSTRAK

Riski, Ayu. 2021. *Hubungan Antara Kecemasan Mendengarkan Bahasa Asing, Efikasi diri dan Pemahaman Selama Pembelajaran Daring Pandemi COVID-19*. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. Abdul Syahid, M.Pd., (II) Rahmadi Nirwanto, M.Pd.

Kata kunci: Kecemasan mendengarkan bahasa asing, efikasi diri, pemahaman mendengarkan

Kegiatan pembelajaran menyimak telah dilakukan selama beberapa bulan tidak melalui tatap muka tetapi melalui pembelajaran online dan bentuk pembelajaran lainnya. Belajar di rumah melalui pembelajaran online menjadi salah satu proses teraman di masa pandemi COVID-19 karena pemerintah banyak negara tidak mau mengambil risiko penyebaran virus COVID-19 yang lebih masif di sekolah dan universitas (Greve, 2020).). Peneliti ingin mengetahui hubungan kecemasan dan efikasi diri dalam pemahaman kelas English Listening selama kelas online.

Penelitian ini bertujuan untuk mengukur korelasi dan tingkat kecemasan mendengarkan siswa dan efikasi diri yang melingkupi pemahaman mendengarkan bahasa Inggris siswa dalam pembelajaran online selama pandemi COVID-19.

Penelitian ini menggunakan desain korelasional dengan penyebaran angket dan dilakukan tes listening. Partisipannya adalah 23 mahasiswa berdasarkan komputasi dengan G*Power dan mengikuti kelas online critical listening di jurusannya masing-masing pada tahun ajaran 2020/2021.

Data yang dianalisis dengan Pearson Product Moment dan Regresi Linier Berganda. Hasil penelitian menunjukkan bahwa: (1). Korelasi antara kecemasan mendengarkan bahasa asing dan pemahaman adalah $r=-.196$, $p=.371$. (2). Korelasi antara Listening self-efficacy dan pemahaman adalah $r=.021$, $p=.924$. (3). Korelasi antara FLLA, LSES dan pemahaman adalah $r=.213$ $p=.630$. tanpa multikolinearitas. menemukan bahwa ada korelasi yang rendah antara kecemasan mendengarkan bahasa asing, efikasi diri dan pemahaman. Dari penjelasan tersebut, peneliti membuat kesimpulan bahwa ada korelasi yang rendah dan positif antara kecemasan mendengarkan bahasa asing siswa, efikasi diri dan pemahaman. Namun tidak terbukti bahwa korelasi tersebut signifikan sehingga dianggap sebagai korelasi yang tidak signifikan.

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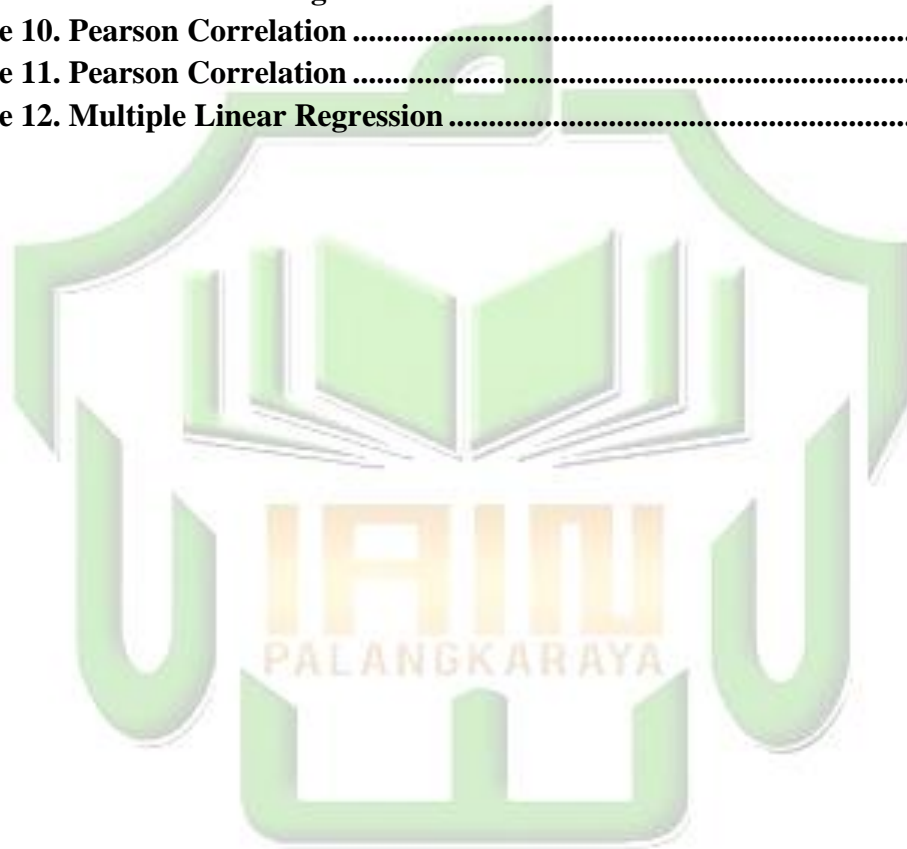
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11. Surat Mohon Persetujuan Judul Skripsi
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13. Berita Acara Seleksi Judul Skripsi
14. Catatan Hasil Seleksi Judul Skripsi
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18. Persetujuan Proposal Skripsi
19. Surat Izin Penelitian
20. Surat Keterangan Selesai Penelitian
21. Curriculum Vitae

LIST OF ABBREVIATIONS

EFL: English Foreign Language

FLLA: Foreign Language Listening Anxiety

FLLAS: Foreign Language Listening Scale

LC: Listening Comprehension

LSES: Listening Self-Efficacy Scale

FLA: Foreign Language Anxiety

SPSS: Statistical Product and Social Science

PET: Preliminary English Test



CHAPTER I

INTRODUCTION

This chapter consist of background of the study, research problem, objective of the study, hypothesis, assumption, scope and limitation, significance of the study as well as definition of key terms.

A. Background of the Study

Listening, in general, is a hard skill to learn. Vandergrift (2012) claims that listening is the least overt of the four skills, making it the toughest skill to master. Oxford (1993) concludes that listening is considered a complex problem-solving skill, not just sound recognition. Listening includes an understanding of words, phrases, clauses, sentences, and related texts. Listening comprehension is considered to be an active process affected by several variables that include distinguishing tone, vocabulary, grammar form, stress, and intonation comprehension, all of which are related to the specific meaning (Vandergrift, 2012). Furthermore, listening is a very complex skill that should be understood and constantly discussed.

Foreign language listening has been discussed over years. Several studies revealed how important listening was in learning the language (Al-Saraj, 2014; Canaran et al., 2020; Fathi et al., n.d.; Ipek, 2020; Kimura, 2017; Vogely, 1998; Wang & Cha, 2019; Zhang, 2013; W. A. Zimmerman & Kulikowich, 2016). However, these issues have not fully been studied yet in the context of online learning.

With the new authorities, foreign language listening skills became level-up problems in learning due to the COVID-19. The COVID-19 pandemic has changed many aspects of human life worldwide including the way of understanding listening, especially toward second and foreign language. Listening learning activity has been conducting for several months not through face to face meeting but through online learning and other forms of learning. Studying at home through online learning becomes one of the safest process during the COVID-19 pandemic since the government of many countries did not want to take the risk of a more massive spread of the COVID-19 virus at schools and universities (Greve, 2020).

In regular classes, students complain that they become hesitant and forget what to say, even if they have practiced responding in their minds. According to Vandergrift (2012) some also feel afraid when they are sent to school. Teachers can pay attention to the students' behavior in class. However, an online class can increase students' anxiety, not just in listening comprehension but in all sections of course. It seems difficult to follow and look after one to other students especially if the students are closing the camera (Oteir & Abd Aziz, 2017). The researcher assume that anxiety might be one of the reasons students not attending their online class and failing on the test they might face.

Aside from anxiety students' have, the importance of both self-efficacy and listening tasks intrigues the implication that higher self-efficacy would result in better performance in listening comprehension tasks, and in return,

better listening performance would lead students to have higher perceptions of themselves while confronting challenging listening tasks according to Khosroshahi and Mer (2020).

The researcher wants to investigate the correlation anxiety and self-efficacy in the English Listening class comprehension during online class. After the COVID-19, several research concerns about listening anxiety among diverse cultural backgrounds, particularly in Indonesia itself with a lot of mother tongue language surrounding it and online class phenomenon.

B. Research Problem

The researcher formulates the research problems as follows:

1. Do the higher students have English listening anxiety, the lower they achieve in English foreign language (EFL) listening?
2. Do the higher students have self-efficacy, the higher they achieve in EFL listening?
3. Do the lower level students have FLLA and higher level they have self-efficacy, the better the students comprehend EFL listening?

C. The Objective of the Study

The objectives of the study above as follows:

1. To measure the correlation between students' foreign language listening anxiety and English listening comprehension.
2. To measure the correlation between students' English listening self-efficacy and students' English listening comprehension.

3. To measure the levels of students' listening anxiety and self-efficacy have a correlation with students' English listening comprehension.

D. Hypothesis

The hypotheses are formulated as follows:

1. The higher students have English listening anxiety, the lower they achieve in EFL listening.
2. The higher students have self-efficacy, the higher they achieve in EFL listening.
3. The lower students' anxiety and the higher students' listening self-efficacy, the better students' listening comprehension.

E. Assumptions

It is assumed that:

1. There is a correlation between students' listening anxiety and students' listening comprehension.
2. There is a correlation between self-efficacy and listening comprehension.
3. There is a correlation between students' anxiety, self-efficacy and listening comprehension.

F. Scope and Limitation

The research study scope was limited to the Indonesian context as all participants was from Indonesian higher education colleges and only about

correlation design, not causal relationship. The language that was used in this study is limited to English as a foreign language.

G. Significance of the Study

1. Theoretical

Through analysis of this research, students will use data and data generated by students as a guide for those who wish to perform listening research specifically in Listening Anxiety and Self-Efficacy. This research also can be the base for experimental class researchers in the future.

2. Practical

The study sought to explain the listening comprehension behaviors that evoke anxiety in students by listening to what the students reported about listening comprehension anxiety, to report strategies provided by students to resolve listening comprehension anxiety, and to explore some pedagogical effects in their classroom that may help teachers fix LC anxiety and gaining more self-efficacy. In supporting both students and teachers in the teaching and learning process, the findings of this research would be very beneficial.

H. Definition of Key Terms

1. Foreign Language Listening Comprehension

Listening is a very complex skill that includes comprehending sounds, words, phrases and sentences. Listening test was used to measure students' comprehension. The test consists of dialogs and monologues related to the topic that being discussed.

2. Foreign Language Listening Anxiety

Listening Anxiety reflects students' perception of feel frightened during comprehension. Three FLLA factor were assigned to measure the students' anxiety: Listening-Anxiety, Self-Belief, and Decoding skills.

3. Foreign Language Listening Self-Efficacy

Self-Efficacy beliefs influence students' confidence during comprehension. It influence the choices that students make: students engage in tasks about which they feel confident and avoid those tasks about which they are not confident.

CHAPTER II _____

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed the review of a related study that consisted of Related Studies, Foreign Language Listening Comprehension, Foreign Language Listening Anxiety, and Foreign Language Listening Self-Efficacy.

A. Related Studies

Some studies related to listening anxiety in this study.

First research the author was given a study performed in connection with this study by Xian Zhang (2013). This study used structural equation modeling to explore the possible causal relations between foreign language (English) listening anxiety and English listening performance. The result showed that foreign language listening anxiety can cause performance to degenerate, particularly when combined with uncertainty about one's own FL listening capacity. However, lack of confidence performance by the learners at a particular point in time neither important nor necessarily emphasize anxiety since foreign language anxiety is a special case. The research focusing on correlation between foreign language listening anxiety and English listening performance, and this was used for the comparison.

Second, Taghreed M. Al-Saraj, (2014) a case study design was used to examine the experiences of female college students learning English as a Foreign Language in Saudi Arabia, where English is becoming an increasingly necessary skill and the culture is undergoing immense changes.

The result was much of the anxiety encountered among the participants who participated in these case studies may have been due to the American teaching strategies used in the CPP and the contrast between the students' previous experiences and such unfamiliar teaching techniques. Nonetheless, to understand the language and be fluent in English, students need to practice using the language, a new skill for most students who have already studied English in Saudi Arabia in a classroom setting. This research has some factors, such as teacher-student interactions and teacher behavior, appeared nearly universally anxiety-provoking among all participants, others factors varied between participants in the beginning versus more advanced stages of study. Meanwhile, the researcher only focusing on factors that only surrounded in FLLAS.

Third, Kimura (2017) used a self-presentational framework to investigate second language listening anxiety among university students and demonstrated that second language listening involves social concerns that are specific to second language settings. the findings showed that a higher-order structure consisting of two linked but distinct dimensions are listening anxiety in the second language: self-focused apprehension and task-focused apprehension. The former deals with the possibility of social evaluation, and the latter deals with the efficient processing of aural input. Both dimensions were affected by social anxiety levels. This research focused on social anxiety and different from what the researcher wants to focus on.

Fourth, In the recent study conducted by Wang & Cha (2019) discussed that foreign language listening anxiety has been extensively investigated in English as their context and also correlation between listening performance as well. As their finding, in the participants, the absence of self-efficacy in listening had an impact. In listening instruction, ample listening inputs of various English varieties and topics are strongly recommended and delivered at different speeds. The researcher adopting their instruments as the focus of the research. The researcher also used the study as comparisons for the result.

Fifth, Canaran et al., (2020) investigated whether the sources of anxiety in L2 listening have a causal relationship to listeners' self-efficacy and listening proficiency. Data were gathered from 347 students studying in the preparatory program of English in Turkey through Foreign Language Anxiety Scale (FLAC), Listening Self-efficacy Scale (LSS), and listening test scores of the students. Structural equation modeling (SEM) technique was conducted for data analysis. Results showed that there were strong negative associations between individual and external factors causing anxiety and self-efficacy while there was moderate level, negative associations between the perceived level of task difficulty and self-efficacy in L2 listening. The research was being used for previous study comparisons.

B. Foreign Language Listening Comprehension

Listening is more than just perception of sounds, although perception is the foundation. Listening also includes comprehension of meaning-bearing words, phrases, clauses, sentences, and connected discourse. Ordinarily listening is not an isolated skill. In normal, everyday communication, listening usually occurs together with speaking. Only in certain circumstances—for instance, in a lecture, at the theater, or when listening to the radio—does listening appear to be an isolated skill, not interacting with other language skills. Listening is sometimes difficult. The fleetingness of speech demands vigilance on the part of the listener. Listening—at least outside of the classroom or the language lab—usually requires understanding the meaning on the spot and instantaneously, without any chance to rewind a tape and listen again (Oxford, 1993).

According to Anderson and Lynch (1988), arguing what is successful listening, —understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear". Mendelsohn (1994) defines listening comprehension as —the ability to understand the spoken language of native speakers." O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that —listening

comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Mendelsohn (1994) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Listeners must also know how to process and how to judge what the illocutionary force of an utterance is- that is, what this string of sounds is intended to mean in a particular setting, under a particular set of circumstances – as an act of real communication (Mendelsohn, 1994). Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings". Listening comprehension is an inferential process (Rost, 2002). Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension. Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and

empathy. To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice (Gilakjani & Ahmadi, 2011). To sum up, it is widely admitted that listening comprehension is not merely the process of a unidirectional receiving of audible symbols, but an interactive process (Brown, 2001). In the eight processes of comprehension (Herbert H Clark and Eve V Clark, 1977; Brown, 2001) the hearer, after receiving the information, assigns a literal meaning to the utterance first and then assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intended meaning.

Listening comprehension is theoretically viewed as a process through which people concentrate on selected aspects of aural data, form meaning from passages, and associate what they hear with current information. "Listening is probably the least explicit of the four language abilities, making it the hardest ability to learn" (Vandergrift, 2007). Finally, for O'Malley et al., (1989), What makes listening to an active process is that by comparing what they hear to their previous experience, listeners concentrate on selected aspects of the aural feedback and create meaning. Future FL language research should investigate more closely the effects of gestures on memory and understanding of explicit and implied information, and should

concentrate on the role of gestures in listening to tasks of various kinds and with varying degrees of objective and subjective difficulty steps. Also, the results indicate that the preponderance and nature of distortions in the perception of gestured speech by individuals is especially worthy of increasing focus. (Dahl & Ludvigsen, 2014).

Comprehension of listening is known to be an active mechanism that was influenced by variety of variables that contains differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress, and intonation, and relating it all to the specific context. (Vandergrift, 1999). Vandergrift claims that listening is an integrative ability since it is generally the first ability that assist the students to learn vocabulary and grammatical skills. Listening also known as a cognitive mechanism where the auditory and/or visual receptors of the listener receive information in its sound form, and then the information obtained is filtered by the short-term, functioning, and long-term memory of the listener. (Chamot 1995; discussed by O'Malley et al., (1989)). Therefore, as stated by (Vandergrift, 2006), the listener chooses and interprets information to comprehend it.

Listening comprehension with several variables, including distinguishing tones, understanding vocabulary and grammar structures, identifying stress and intonation, all of which are related to the specific context, are considered as an active process. According to Vandergrift, listening is an integrative talent since it is typically the first ability to help students learn grammar structures and vocabulary skills. Listening is also

characterized as a learning approach in which the listener's sensory and/or visual responses receive information in their sound type, then it is filtered by the listener's short-term, functioning, and long-term memory (O'Malley et al., (1989). The listener then selects and interprets knowledge to understand it, as demonstrated by Vandergrift (2012).

To understand those words, students who start learning a foreign language must listen to the words of that language regularly. However, because of its troublesome nature, listening comprehension is regarded as a difficult ability. Students are not permitted to update their response in listening skills and have to respond within the specified period, students have an opportunity to study and reflect on the results (Oteir & Abd Aziz, 2017).

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing. Schemata are the guiding structures in the comprehension process. The schema is described by Rumelhart (1980) as —a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects, situations, events, sequences of events, actions and sequences of actions. According to the cognitive comprehension theory, —schemall means an abstract textual structure that the listener uses to make sense of the given

text. The listener makes use of linguistic and situational cues and also the expectations he/she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing. These two processing intersect to develop an interactive processing. Thus, models for listening process fall into three types.

As noted by Rubin definitions: “Listening is the skill that makes the heaviest processing demands because students must store information in short term memory at the same time as they are working to understand the information”. Understanding the listening process can help us the rethink the methods of teaching listening. In addition, there are two components of listening process: the first is bottom-up and top-down processing; the second is schema theory (Rubin, 2002).

1. Bottom-up and Top-down Processing

Bottom-up processing

“Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of comprehension begins with the message received, which is

analyzed at successive levels of organization- sounds, words, clauses, and sentences – until the intended meaning is arrived at Comprehension is thus viewed as a process of decoding”.

Top-down processing

“Top-down processing refers to the use of background knowledge in understanding the meaning of message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse, it may be situational or contextual knowledge, or it may be knowledge stored in long-term memory in the form of “schemata “and “script” – plans about the overall structure of events and the relationships between them”.

Based explain above the writer was concluded that bottom up processing is the process of decoding the sounds that one hears, from to organize the smallest meaningful units (phonemes) to complete texts. Then, top-down processing is the listener relies on his or her prior schemata or background knowledge to understand the meaning of what the speaker may say.

According to the explanation above in English class teachers should use both processes providing listening activities in which the students can practice both of them: Bottom-Up and Top-Down. Brown suggests that learners should be exposed to both Bottom Up and Top-down processes in order to understand the spoken language (H.D. Brown, 2001)

Applying Bottom Up and Top-Down processes, learners face diverse difficulties that make the spoken discourse difficult to understand.

2. Schema Theory

Schemata, or scripts, are closely related to top down processing in listening comprehension. Based on Brown states: “Background information (schemata) is an important factor in listening”. Moreover, Nunans asserts that “without these schemata, nothing in life would be predictable, and if nothing were predictable, it would be impossible to function”. Other author, for example Richards concludes that “our knowledge of dentist’s script, school scripts, meal scripts, and so on, enables us to interpret a great deal of the language of everyday life”.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani & Ahmadi, 2011). According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in. Gilbert (1988), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development (Wolvin & Coakley, 2000). Listening is the most frequently used language skill in the classroom (Vogely, 1998). Numerous

studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success (Coakley & Wolvin, 1997). Nevertheless, it is evident that listening is more important for the lives of students since listening is used as a primary medium of learning at all stages of education. In spite of its importance in foreign language learning, the teaching of listening comprehension has long been—somewhat neglected and poorly taught aspect of English in many EFL programs (Mendelsohn, 1994, p. 9). The neglect of the listening skill was accompanied with an ongoing debate about which of the four language skills (speaking, listening, reading, and writing) is the most crucial for the learning and acquisition of a second language. However, past research has thus far revealed that a large proportion of the L2 research findings indicates that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Rost 2002), and it develops faster than the three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills (Oxford, 1990).

Future FL language studies should take a closer look at the memory effects of signals and perception of explicit and implicit information and should concentrate on the importance of signals in listening to challenges of various kinds and with varying degrees of objective and subjective difficulty.

Learners who begin to learn a foreign language have to listen frequently to the words of that language in order to recognize those words. However, listening comprehension is considered as a difficult skill due to its problematic nature. In listening skill, learners are not allowed to revise their answer and they have to answer within the time given while in other language skills such as reading or writing, the students have the time to revise and think of their answers (Oteir & Abd Aziz, 2017). The listener deliberately builds (or reconstructs) the initial sense of the speaker in terms of listening, using fresh feedback as clues. The listener uses prior awareness of the context and circumstance in which the listening takes place in this reconstruction process to understand what they hear. Such items as awareness of the motion, the speakers itself, and their connection with the situation, as well as with each other and previous events, include context and situation. The reader must remember that if they are unfamiliar with the incoming information the listener hears, it cannot invoke they schemes and they can only rely heavily on his linguistic expertise in LC. Besides, while the learners may activate a schema, they did not have the required schema that the speaker expects. Thus, who only relying on top-down processing may fail in comprehension (Gilakjani & Ahmadi, 2011).

C. Foreign Language Listening Anxiety

Anxiety was defined by Horwitz et al. (1986) as "a distinct complex of self-perceptions, values, emotions, and attitudes that arise from the uniqueness of the process of language learning linked to language learning

in the classroom. Foreign language anxiety (FLA)”. Students complain that they become stuttered and forget what to say in class, even though they have practiced responses in their heads. Some even feel frightened when being sent to school. On the other hand, was described by MacIntyre & Gardner, (1994) as the sense of anxiety and stress directly associated with second language contexts, such as listening and learning.

Learning foreign languages requires listening, reading, listening, and writing, which has anxiety-causing characteristics, anxiety studies mostly concentrate on the only feature (Burgoon & Hale, 1983). The first method of learning the first language when we are babies is to listen. Listening skills, which are most often used in classrooms for second or foreign language learning, can assess progress in acquisition (Vogely, 1998; Vandergrift, n.d.; Gilakjani & Ahmadi, 2011).

Anxiety is an important predictor correlated with learning (including the perception of listening). Anxiety studies have concentrated primarily on oral development in foreign language contexts (Kimura, 2017). Also, a Shift has taken place in receptive skills such as listening, that considered to be one of the most efficient abilities for foreign language learners (Vogely, 1998). Listening is usually anxiety-inciting. Christenberry (2003) discussed by Namaziandost et al., (2018) “highlights the challenging nature of listening and states that it is regarded as an incredibly complicated subject to teach properly”; Listening Anxiety is one of the explanations for the issue of

learning foreign languages may be that human differences influence the process of language learning (Aydin, 2009).

EFL learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Another reason why this skill is not given serious attention is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding, even there is none. Still another reason is that audio-lingual courses give the impression that they are teaching listening when in fact they are teaching other skills. In Addition to this, Nobuko Osada (2004) reported that listening has not drawn much attention of both teachers and learners, they are generally less aware of its importance. In classrooms, teachers seem to test, not to teach listening. Meanwhile, students seem to learn listening, not listening comprehension. As a result, it remains the most neglected and the least understood aspect of language teaching (Glisan, 1985). In fact, listening is a complex mental process that involves perception, attention, cognition, and memory. Comprehending speech in a foreign language is a quite difficult task for language learners. When listening to a foreign language, many language learners face difficulties. In order to help student improve their listening ability, language teachers have to understand students' listening difficulties in

comprehending spoken texts, and instruct effective listening strategies to help students solve their listening difficulties.

The anxiety that surrounds the role of LC might be one of easier to missed since the aim of many class routines concentrating on the ability to communicate. LC is most frequently viewed as a passive ability when considered a step-stone to chat, which will "happen" during daily classroom activities. LC distress, therefore, should not be dismissed, nor constantly discussed. Teachers perceive discomfort towards the learners by speaking and presuming them to stuck and distrust. Teachers participate in all sorts of organized instruction was made to help learners conquer the fear of speaking to resolve the situation. LC anxiety can undermine speech output because the listener must first comprehend what is being said to communicate verbally. Teachers perceive anxiety from learners by speaking and look for students to pause and worry. Teachers who participate in all sorts of instruction might assist students to conquer their speaking anxiety to resolve the situation. LC anxiety can undermine speech output because the listener must first comprehend the topic to communicate orally. Understanding listening anxiety, therefore, may not be dismissed, nor constantly discussed (Vogely, 1998).

Some factors can cause listening anxiety. The research performed with Vogely, (1998) reported whether listening comprehension anxiety might affect because the essence of foreign language input, the aspect of interpreting foreign languages, and educational factors in which students felt

nervous when they had speed learning obstacle, difficulty stage, inadequate technique, or unpreparedness. Serraj & Bt. Noordin, (2013) showed the effect of foreign language listening depression on Iranian students learning comprehension skills substantially much difficult. Zhang's (2013) Listening-anxiety reflects nervousness, anger or distress, and stressful feelings accompanying the listening tasks; Self-efficacy shows one's trust and satisfaction with listening skills; Decoding Skills describes the cognitive ability of learners involving memory, attention and comprehension. For language learners, anxiety associated with listening activities is a concern. Some researchers have found that listening causes students to have a high degree of anxiety (Chang, (2010); Vogely, (1998)). The implications of listening comprehension anxiety have been explored by many studies and found that listening comprehension anxiety affects learners' performance, aspirations, and level of self-esteem. (Elkhafaifi, (2005); Serraj & Bt. Noordin, (2013)).

A psychological aspect that can have a significant effect on student success is foreign language anxiety. Foreign language anxiety is situation-specific distress experienced only by a second or foreign language learner. During language learning, it can involve particular feelings towards or actions that promote learning but are more likely to undermine learning and discourage, inhibit, or obstruct the successful acquisition of language. Horwitz et al., (1986) defined anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language

learning arising from the uniqueness of the language learning process. Foreign language anxiety (FLA)". Students report that even if they have prepared answers in their mind, they become stutter and forget what to say in class. Some even feel frightened when being sent to school. On the other hand, was described by MacIntyre & Gardner, (1994) as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning".

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whereby anxiety forms mental barriers that inhibit the acquisition of information input. In a particular language ability, some learners may experience elevated anxiety. Several studies have explored the relationship between language anxiety and language skills, such as foreign language reading anxiety (Saito et al., 1999), foreign language listening anxiety (Kim, (2000) discussed by (Kimura, 2008)), foreign language speaking anxiety (Horwitz et al., 1986) and foreign language writing anxiety (Cheng, 2004).

In a study conducted by Kimura (2017), L2 listening anxiety was found to be related to social anxiety, a type of general anxiety experienced in social and interactional contexts. Kimura found that socially anxious individuals are more inclined to experience L2 listening anxiety because such individuals believe that others form an opinion about them based on their L2 performance. It might be argued that the high expectations of such individuals about themselves and their L2 listening performance have an increasing effect on their L2 listening anxiety.

Foreign language listening creates anxiety that not only affects the mechanism of cognitive input. (MacIntyre & Gardner, 1991) However it also leads to avoidance behaviors such as avoiding homework or classwork (Horwitz et al., 1986), FL teachers may be able to look after to this group of students to help resolve their anxiety or nerves and enable them to enhance happiness and develop morale by recognizing nervous students. More skillful listeners are partly able to overcome the anxiety induced by a negative self-image that affects unskilled listeners, but they still consider

their listening performance as inefficient. Socially anxious individuals are more prone to listening anxiety than less anxious ones because their self-presentational concerns are more pervasive and persistent in second language listening contexts (Kimura, 2017).

FL teachers may be able to look after this group of students to help resolve their anxiety or nerves and enable them to enhance happiness and develop morale by recognizing nervous students. More competent listeners are partly able to resolve the distress caused by either negative thoughts which cause unqualified respondents. However, the efficiency of their listening is still considered poor. Introvert people much likely less anxious to listen to anxiety because their self-presentational problems in second language listening environments are more pervasive and enduring.

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D. Foreign Language Listening Self-Efficacy

Online learning self-efficacy is an individual's perceptions of his or her abilities to successfully complete specific tasks required of online learners. Self-efficacy based on Bandura, (2012) is an important 'subtheory' within an expectancy-value framework of motivation. The concept relates to individuals' belief in their capacity to achieve specific tasks, which is held to have a strong influence on levels of persistence and the choices individuals make regarding which activities to pursue.

Perceived self-efficacy for academic achievement items assessed students' beliefs in their capability to learn nine areas of course work,

ranging from mathematics to foreign language proficiency. It was hypothesized that students' perceived efficacy to use self-regulated learning strategies would enhance their perceived efficacy to achieve in their academic courses (B. J. Zimmerman et al., 1992).

Self-efficacy beliefs are in turn believed to be related to learners' attributions - the explanations that individuals give, consciously or sub-consciously, for how well they have performed on certain tasks (Hsieh & Schallert, 2008). The level of 'control' inherent in different types of attribution is important in determining whether their influence is positive or negative with regard to motivation and persistence. Controllable and internal attributions, such as those relating to the degree of effort exerted or the strategies employed on a task, are likely to be associated with positive self-efficacy beliefs (Graham & Macaro, 2008; Hsieh & Schallert, 2008), as the individual can influence the task outcome by altering the amount of effort or the strategies applied. Likewise, if learners can see that there is a connection between what they do and what outcomes result, then their sense of 'instrumentality' (Paris & Winograd, 1990) is likely to be stronger, with positive influences on their motivation.

Elsewhere (Graham, 2011) have argued that low self-efficacy may be particularly acute in second language listening because it is a less physically 'observable' skill than, say, writing, and thus seems less controllable. Admittedly, in a classroom or a study center-setting, learners have the opportunity of rewinding recordings for multiple listening - but this is not at

all what occurs when they enter the real-world of the academic lecture. There, the listener has no control over the input and cannot 'rewind' to sections that were not understood, or pause if the speech is too fast. The transitory nature of such oral input is thus a potential cause of listening anxiety. Bandura (2012) argues that anxiety is linked to low self-efficacy, in that 'it is one's sense of efficacy to control or dismiss apprehensive emotions that accounts for anxiety'.

Self-efficacy beliefs influence students' behavior in a number of ways. First, they influence the choices that students make: students engage in tasks about which they feel confident and avoid those tasks about which they are not confident. At lower levels of schooling, this can be a moot issue, for students often have very little choice over the activities in which they must engage. As they get older, however, they have greater control over course and activity selection, and their confidence influences these decisions. Self-efficacy beliefs also help determine how much effort students will expend on an activity and how long they will persevere: the higher the sense of efficacy, the greater the effort expenditure and persistence.

This function of self-efficacy beliefs helps create a type of self-fulfilling prophecy, for the perseverance associated with high self-efficacy leads to increased performance, which, in turn, raises sense of efficacy, whereas the giving up associated with low self-efficacy limits the potential for raising confidence. Self-efficacy beliefs also affect behavior by influencing students' emotional reactions. Students with low self-efficacy can come to

believe that things are tougher than they really are, a belief that fosters anxiety, stress, and a narrow vision of how best to solve a problem. High self-efficacy, on the other hand, creates feelings of serenity in approaching difficult tasks, increases optimism, lowers anxiety, raises self-esteem, and fosters resilience. A strong sense of efficacy enhances human accomplishment and personal well-being. Confident students approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They have greater intrinsic interest and deep engrossment in activities, set themselves challenging goals and maintain strong commitment to them, and heighten and sustain their efforts in the face of failure. Moreover, they more quickly recover their confidence after failures or setbacks, and they attribute failure to insufficient effort or deficient knowledge and skills that are acquirable. For confident students, failure is a healthy reminder that they need to work harder. Conversely, students with low self-efficacy may believe that things are tougher than they really are, a belief that fosters stress, depression, and a narrow vision of how best to solve a problem. When students lack confidence in their capabilities, they are likely to attribute their failure to low ability, which they perceive as inborn, permanent, and not acquirable. For them, failure is just another reminder that they are incapable. Students who doubt their academic ability envision low grades often before they even begin an examination. As Alexander Dumas wrote, "A man who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it." Linus,

of Peanuts fame, once quipped that "there is no burden quite as heavy as a great potential." Teachers know that academic potential seldom can be realized in the absence of the child's belief in that potential. Clearly, the Roman poet Virgil was correct: "They are able who think they are able." In all, Bandura's social cognitive theory paints a portrait of human behavior and motivation in which the beliefs that people have about their capabilities are critical elements. The tenets of this theory are consistent with the basic assumption with which we began this chapter: that individuals' self-beliefs are critical forces in their academic motivation and achievement.

Recently Bandura, (2012) also developed multidimensional scales for measuring perceived self-regulatory efficacy for academic achievement and children's perceived self-efficacy in other domains of functioning. The scales for perceived self-efficacy for self-regulated learning assess students' perceived capability to use a variety of self-regulated learning strategies such as planning and organizing their academic activities, transforming instructional information using cognitive strategies to understand and remember material being taught, resisting distractions, motivating themselves to complete school work, structuring environments conducive to study, and participating in class.

Perceived self-efficacy for academic achievement items assessed students' beliefs in their capability to learn nine areas of course work, ranging from mathematics to foreign language proficiency. It was hypothesized that students' perceived efficacy to use self-regulated learning

strategies would enhance their perceived efficacy to achieve in their academic courses (W. A. Zimmerman & Kulikowich, 2016).

Research has consistently shown that it has a considerable impact on learning outcomes, with a stronger sense of self-efficacy found to lead to higher levels of achievement, a greater willingness to face challenges and to exert effort (Canaran et al., 2020).

Self-efficacy beliefs influence students' behavior in a number of ways. First, they influence the choices that students make: students engage in tasks about which they feel confident and avoid those tasks about which they are not confident. At lower levels of schooling, this can be a moot issue, for students often have very little choice over the activities in which they must engage. As they get older, however, they have greater control over course and activity selection, and their confidence influences these decisions. Self-efficacy beliefs also help determine how much effort students will expend on an activity and how long they will persevere: the higher the sense of efficacy, the greater the effort expenditure and persistence. This function of self-efficacy beliefs helps create a type of self-fulfilling prophecy, for the perseverance associated with high self-efficacy leads to increased performance, which, in turn, raises sense of efficacy, whereas the giving associated with low self-efficacy limits the potential for raising confidence. Self-efficacy beliefs also affect behavior by influencing students' emotional reactions. Students with low self-efficacy can come to believe that things are tougher than they really are, a belief that fosters anxiety, stress, and a

narrow vision of how best to solve a problem. High self-efficacy, on the other hand, creates feelings of serenity in approaching difficult tasks, increases optimism, lowers anxiety, raises self-esteem, and fosters resilience (Pajares & Schunk, 2002).



CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, research instruments, data collection procedures and data analysis procedure.

A. Research Design

Considering the purpose of the research and the nature of the problem, this research is classified as a quantitative method with a correlation design.

Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. These designs have been elaborated into more complex relationships among variables found in techniques of structural equation modeling, hierarchical linear modeling, and logistic regression. More recently, quantitative strategies have involved complex experiments with many variables and treatments (e.g., factorial designs and repeated measure designs). They have also included elaborate structural equation models that incorporate causal paths and the identification of the collective strength of multiple variables. (Creswell, 2012).

B. Population and Sample

1. Population

The target population for this study was all of the students of English at the State Islamic Institute of Palangka Raya in Academic Year

2020/2021, consisting of 114 students in fourth-semester listening class section.

The criteria for this research is that the population conditional passed the online learning listening through the COVID-19 pandemic from 2019/2020 until 2020/2021.

Table 1. The Number of Critical Listening Population

No.	Critical Listening	Number of Students
1	Class A	38
3	Class B	38
4	Class C	38
Total of Population		114

Sources: *English Department of State Islamic Institute Palangka Raya*

2. Sample

Throughout this analysis, the researcher obtained data from participants of the English education program. They took critical listening during online learning from fourth semester. This analysis using random sampling technique with proportional allocation was used to select participating students. The total student population and the list of registered students in each department and their year of study were obtained from the respective academic offices.

The researcher determines the minimum sample size using the G*power sample calculator (www.gpower.hhu.de). The correlation p

H1 was 0.5. The α err prob is set at 0.05. The power (1- err prob) is used at 0.80. and the correlation ρ H0 was 0. The calculation for the recommended minimum sample size is 23 students.

Table 2 Sample of Research

No.	Class	Number of Students
1	A	8 Students
2	B	7 Students
3	C	8 Students
Total Sample Size		23 Students

C. Time and Setting of the Study

This research was conducted on the fourth semester in the academic year of 2020/2021 for 1 month which begun on 1st March up to 31st March.

The Research was held in Tarbiyah and Teachers Training Faculty of State Islamic Institute Palangka Raya, which was situated at George Obos street, Islamic Centre Palangka Raya, Central Borneo.

D. Instruments of the Research

In order to get the data about the students' listening anxiety, the researcher used questionnaires and listening test.

a. Questionnaire

The questionnaire was adapted from Wang and Cha (2019). The questionnaire consists of 25 items. The questionnaire reliability was .906 for the items, which was indicative of validity of the questionnaire.

Three-factor solution was run by the previous researcher and confirmed FLLAS was valid.

Table 3. Characteristics of FLLAS

	No. of items	Items
FLLA	25	
FLLA1 (listening-anxiety)	12	1, 4, 5, 7, 9, 11, 12, 13, 14, 18, 21, 23
FLLA2 (self-belief)	6	15, 17, 20, 22, 24, 25
FLLA3 (decoding skills)	7	2, 3, 6, 8, 10, 16, 19

The FLLAS was constructed to determine the anxiety of foreign language students while listening in English. Following Zhang (2013) three FLLA factors were assigned in the FLLAS: Listening-anxiety (FLLA1), Self-Belief (FLLA2), and Decoding-skills (FLLA3). Five-point Likert scale: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree was used in the questionnaire. To ensure that the participants could understand each item, the FLLAS was translated into Indonesian by a paid-translator and the questionnaire had been

tested by the researcher on a 12th years old elementary school students for the comprehensible translate.

Table 4. Foreign Language Listening Anxiety Scale

QUESTIONNAIRE	1	2	3	4	5
<p>1. I feel nervous if English listening test passages are read just once.</p> <p>(Saya merasa gugup ketika test mendengarkan Bahasa Inggris hanya dibacakan sebanyak satu kali.)</p>					
<p>2. I have difficulty in understanding speakers with English accents that are different from mine.</p> <p>(Saya memiliki kesulitan dalam mengerti pembicara dengan logat Bahasa Inggris yang berbeda dengan saya.)</p>					
<p>3. I worry that I might not be able to understand when English speakers talk too fast.</p> <p>(Saya khawatir bahwa saya mungkin tidak dapat memahami pembicara Bahasa Inggris yang berbicara terlalu cepat.)</p>					
<p>4. I am nervous when I am listening to a passage in English when I am not familiar with the topic.</p> <p>(Saya merasa gugup ketika mendengarkan suatu teks dalam Bahasa Inggris dengan topik yang saya belum terbiasa.)</p>					

<p>5. I feel relaxed if there are pictures or videos provided when I listen to English.</p> <p>(Saya merasa rileks ketika ada gambar atau video yang tersedia saat saya mendengarkan Bahasa Inggris.)</p>					
<p>6. I think it is easy to guess what I have missed when I listen to English.</p> <p>(Saya pikir mudah untuk menebak hal yang saya lewatkan saat saya mendengarkan Bahasa Inggris.)</p>					
<p>7. It is easier to comprehend spoken English than English lectures.</p> <p>(Lebih mudah untuk mengerti percakapan Bahasa Inggris daripada kuliah Bahasa Inggris.)</p>					
<p>8. I have difficulty in comprehending English passages when there is background noise.</p> <p>(Saya memiliki kesulitan dalam memahami teks Bahasa Inggris ketika ada suara kebisingan latar.)</p>					
<p>9. I feel relaxed when I listen to English lectures.</p> <p>(Saya merasa rileks ketika mendengarkan ceramah Bahasa Inggris.)</p>					
<p>10. I worry that I might miss important information if my mind drifts while listening to English.</p>					

<p>(Saya khawatir bahwa saya mungkin melewatkan informasi penting jika pikiran saya teralih ketika sedang mendengarkan Bahasa Inggris.)</p>				
<p>11. I feel intimidated if I don't have time to read the test questions before listening to the passages in English.</p> <p>(Saya merasa tertekan jika saya tidak memiliki waktu untuk membaca pertanyaan dalam ujian terlebih dahulu sebelum mendengarkan teks Bahasa Inggris.)</p>				
<p>12. In English listening class, I worry that I might not be able to comprehend the teacher's questions if I am called on to answer alone.</p> <p>(Dalam kelas mendengarkan Bahasa Inggris, saya khawatir bahwa saya mungkin tidak mampu mengerti pertanyaan guru jika saya dipanggil untuk menjawab seorang diri.)</p>				
<p>13. I worry that I might fail my English listening tests.</p> <p>(Saya khawatir bahwa saya mungkin gagal dalam tes mendengarkan Bahasa Inggris.)</p>				
<p>14. I feel more intimidated in cooperative English listening tasks than in individual ones.</p> <p>(Saya merasa lebih tertekan dalam tugas mendengarkan Bahasa Inggris yang bersifat kooperatif daripada individu.)</p>				

<p>15. I feel confident when I listen to English.</p> <p>(Saya merasa lebih percaya diri ketika mendengarkan Bahasa Inggris.)</p>					
<p>16. When listening to English, I can't remember what I have heard because of nervousness.</p> <p>(Saat mendengarkan Bahasa Inggris, saya tidak dapat mengingat apa yang saya dengar karena merasa gugup.)</p>					
<p>17. I am satisfied with the level of listening comprehension in English that I have achieved so far.</p> <p>(Saya merasa puas dengan tingkat pemahaman dalam mendengarkan bahasa Inggris yang telah saya capai sejauh ini.)</p>					
<p>18. I feel upset when I don't understand what I heard in English.</p> <p>(Saya merasa kesal ketika saya tidak mengerti apa yang saya dengar dalam Bahasa Inggris.)</p>					
<p>19. My minds drifts when I am listening to English.</p> <p>(Pikiran saya teralih ketika mendengarkan Bahasa Inggris.)</p>					
<p>20. I feel that I am the only one who cannot understand in English listening class.</p> <p>(Saya merasa bahwa saya satu-satunya yang tidak mampu mengerti di kelas mendengarkan Bahasa Inggris.)</p>					

<p>21. I feel nervous when I am required to answer questions in English listening class.</p> <p>(Saya merasa gugup ketika saya diharuskan untuk menjawab pertanyaan di kelas mendengarkan Bahasa Inggris.)</p>					
<p>22. I think other students' listening proficiency are higher than mine.</p> <p>(Saya kira siswa-siswa lain memiliki kemahiran mendengarkan yang lebih tinggi daripada saya.)</p>					
<p>23. I worry that other students in English listening class will laugh at me if my answers are wrong.</p> <p>(Saya khawatir bahwa siswa lain akan menertawakan saya jika jawaban saya salah di kelas mendengarkan Bahasa Inggris.)</p>					
<p>24. I enjoy listening to English.</p> <p>(Saya menikmati kegiatan mendengarkan Bahasa Inggris.)</p>					
<p>25. Once you finish enough exercises, listening to English is not difficult.</p> <p>(Ketika Anda telah menyelesaikan latihan-latihan yang cukup, mendengarkan Bahasa Inggris tidaklah sulit.)</p>					

b. Listening Self-efficacy Scale

The questionnaire was adapted from Canaran et al. (2020). The questionnaire consists of 10 items. The scale is scored on a five-point

Likert scale: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree. The Cronbach's alpha coefficient of the scale was found to be .97 which represent high reliability.

Table 5 Listening Self-Efficacy Scale

QUESTIONNAIRE	1	2	3	4	5
<p>1. I can understand what is being said in English.</p> <p>(Saya dapat memahami apa yang sedang dibicarakan dalam Bahasa Inggris)</p>					
<p>2. I can summarize the main idea of a talk I listen to in English.</p> <p>(saya dapat menyimpulkan gagasan utama percakapan yang sedang saya dengarkan dalam Bahasa Inggris.)</p>					
<p>3. I can understand the emotional stresses in a sentence I listen to.</p> <p>(saya dapat memahami tekanan emosi dalam kalimat yang sedang saya dengarkan.)</p>					
<p>4. I can guess the meaning of unknown words when I listen to a talk in English.</p> <p>(Saya dapat menebak makna dari kalimat yang tidak saya ketahui ketika saya mendengarkan pembicaraan dalam Bahasa Inggris.)</p>					

<p>5. I can answer the questions related with what I listen to in English.</p> <p>(Saya dapat menjawab pertanyaan yang terkait dengan apa yang sedang saya dengarkan dalam Bahasa Inggris.)</p>					
<p>6. I can understand what I listen to when I watch TV channels and films in English.</p> <p>(saya dapat memahami apa yang saya dengarkan ketika saya menonton program televisi dan film dalam Bahasa Inggris.)</p>					
<p>7. I can distinguish between formal and informal English when I listen to a talk.</p> <p>(Saya dapat membedakan antara kalimat resmi dan tidak resmi Bahasa Inggris ketika saya mendengarkan percakapan.)</p>					
<p>8. I can type what I hear correctly while I am listening to a text in English.</p> <p>(saya dapat menulis apa yang saya dengar dengan benar sembari mendengarkan kalimat Bahasa Inggris.)</p>					
<p>9. I can understand a short talk between two people in English.</p> <p>(saya dapat memahami percakapan singkat antara dua orang dalam Bahasa Inggris.)</p>					

10. I believe I can succeed the
listening parts of English exams.

(saya yakin saya berhasil dalam
bagian mendengarkan dari ujian
Bahasa Inggris.)

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c. Listening test

Listening preliminary English test was used to find out students' comprehension. PET is developed by Cambridge ESOL called the Cambridge Main Suite, which measures the participants' proficiency in B1 level and is designed to be used for teenagers. Considering the age and level of the participants of this study, PET was used to measure the participants' listening comprehension in B1 level. This test has three main sections: reading/writing, listening and speaking. The listening part consists of four parts ranging from short exchanges to longer dialogues and monologues. It measures learners' understanding dialogues and monologues on daily topics. The reliability for the test was 0.77 and the standard error of measurement was 2.14. these figures demonstrate a high degree of trustworthiness. The researcher gave the 25 items listening test through google form (bit.ly/ListeningtestAyuRisky). Students did the test in 30 minutes. Afterward, the researcher calculated the scores.

E. Data Collection Procedures

In order to get the data, the researcher followed some procedures to collect the data.

a. Listening Test

For collect the data of listening test, the first stage that was done by researcher has requested a permit to research in English education study program. After that, asking the participants to be a research subject. The next step, the researcher provided an explanation about the purpose of the research and to take the students' listening scores, the researcher cooperated with the lecturer in listening class.

b. Questionnaires

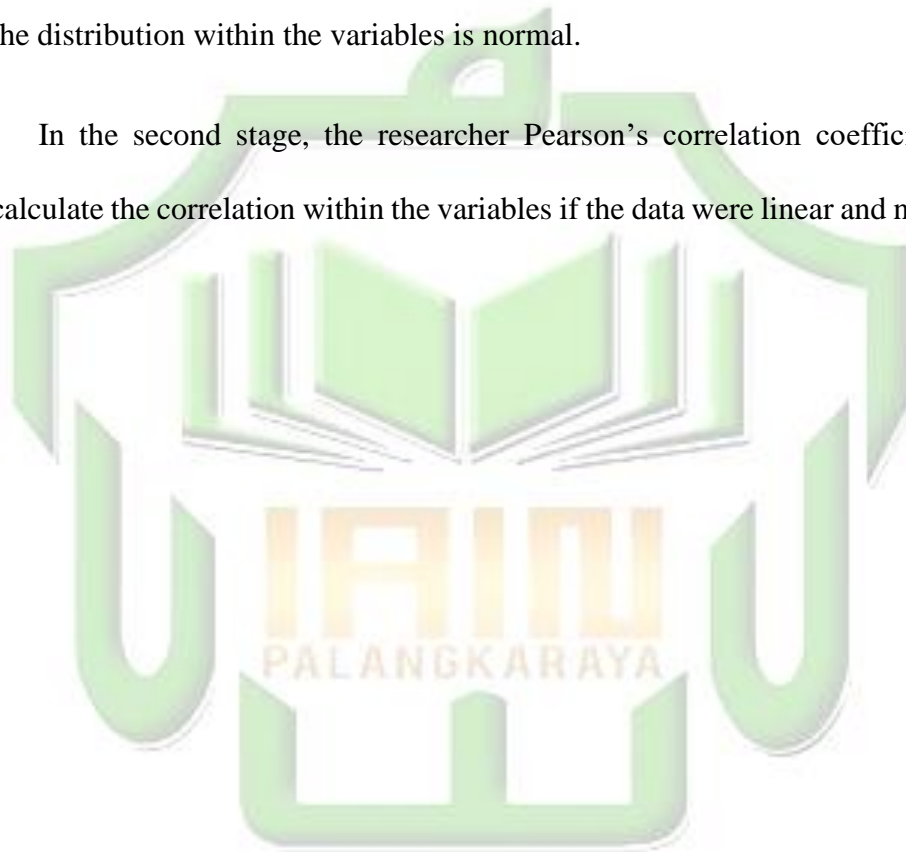
First, the researcher prepared the FLLAS questionnaire. The researcher asked for the permission letter for research before distributing the questionnaires through a google form. Afterward, the FLLAS was distributed through an online questionnaire (bit.ly/FLLASayuRisky) in the fourth semester after the Listening lesson, the researcher asked willingness to be the participants beforehand, and the researcher explained how to answer the questionnaire. The participants received the web page link provided by computers and submitted their responses through smartphones within two weeks. The researcher collected their response, analyze the data using SPSS 25.0 and conclude the result of the study.

F. Data Analysis Procedures

Analysis of data is an opportunity for a researcher to properly accept the data. Researchers analyzed the data after obtaining the data of the questionnaire. Data analysis was conducted in two stages.

In the first stage, the researcher adopts IBM SPSS. 25.0 to analyze the data. The researcher performed the Kolmogorov-Smirnov and Shapiro-Wilk test if the distribution within the variables is normal.

In the second stage, the researcher Pearson's correlation coefficient to calculate the correlation within the variables if the data were linear and normal.



CHAPTER IV _____

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher showed the result of data collections and analyses to get the answers to research problems. The results include some topics such as the data presentation, normality testing, linearity testing, research finding, and discussion.

A. Data Presentation

In this research, the researcher used two questionnaires and a listening test to collect data from students. The first questionnaire was used to measure students' listening anxiety and the second questionnaire was used to measure students' listening self-efficacy. The researcher used Foreign Language Listening Anxiety Scale (FLLAS) written by Zhang (2013). This instrument was used by Wang and Cha (2019). To measure students' listening self-efficacy, the researcher used Listening Self-Efficacy Scale by Canaran et al. (2020).

The listening test was adopted from Listening preliminary English test developed by Cambridge ESOL. The researcher was made cooperation with the lecturers of listening class before collecting the data from students.

1. Foreign Language Listening Anxiety Scale Result

Table 6. Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
FLLAS	23	64	113	89.65	11.308
LSES	23	30	48	36.04	4.838
LT	23	16	100	52.17	24.965
Valid N (listwise)	23				

FLLAS consists of 25 items with a 5-point Likert scale. The descriptive analysis of the FLLAS showed $M= 89.65$, $SD=11.308$.

2. Listening Self-Efficacy Scale Result

The LSES data were acquired by questionnaire $M= 36.04$, $SD= 4.838$.

3. Listening Preliminary English Test Result

The listening comprehension data were acquired by a test. $M= 52.17$, $SD= 24.965$.

4. Normality Test

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test

		FLLAS	LSES	LT
N		23	23	23
Normal Parameters ^{a,b}	Mean	89.65	36.04	52.17
	Std. Deviation	11.308	4.838	24.965
Most Extreme Differences	Absolute	.128	.142	.138
	Positive	.093	.142	.138
	Negative	-.128	-.106	-.091
Test Statistic		.128	.142	.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

In this research, the normality test which included students' foreign language listening anxiety, self-efficacy, and comprehension was done by using SPSS 25. Based on the computation results of FLLA, LSES and listening test $p = .200$ which was greater than $.05$ and significantly normal.

5. Linearity Test

Linearity test is used to find whether two variables have linear regression or not. In SPSS, if p -value $> 0,05$, the regression is linear.

Table 8. FLLAS and Listening Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LT * FLLAS	Between Groups	(Combined)	11279.304	17	663.488	1.364	.391
		Linearity	524.408	1	524.408	1.078	.347
		Deviation from Linearity	10754.896	16	672.181	1.382	.384
	Within Groups		2432.000	5	486.400		
Total			13711.304	22			

The computation result of linearity test of FLLAS and Listening $p = .384$.

Because the significance value was greater than $0,05$, it can be concluded that FLLAS and listening test were linear.

Table 9. LSES and Listening Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LT * LSES	Between Groups	(Combined)	7945.971	13	611.229	.954	.545
		Linearity	6.052	1	6.052	.009	.925
		Deviation from Linearity	7939.919	12	661.660	1.033	.492
		Within Groups	5765.333	9	640.593		
Total			13711.304	22			

Based on the computation of linearity between LSES and listening test $p=.492$ (the detailed was presented in appendix). Because the significance value was greater than 0,05, it can be concluded that LSES and listening test were linear.

B. Research Results

Based on the result of pre-requirement analysis test, it is found that the variant data of the variables Y for X_1 and Y for X_2 were in normal distribution, the regression was linear and significant. The researcher continued to test the three hypotheses. To test the first and second research problem, the researcher used the Pearson Product Moment Formula. For the third research problem, the researcher used the Multiple Linear Regression Formula.

1. The Correlation of Foreign Language Listening Anxiety(X_1) and Listening Test(Y)

Table 10. Pearson Correlation

		<i>Correlations</i>	
		FLLAS	LT
FLLAS	Pearson Correlation	1	-.196
	Sig. (2-tailed)		.371
	N	23	23
LT	Pearson Correlation	-.196	1
	Sig. (2-tailed)	.371	
	N	23	23

This section answered the first research problem Do the higher the students have English listening anxiety, the lower they achieve in EFL listening? Based on the results $r = -.196$, $p = .371$ which higher than .05. it can be concluded that there is a low negative correlation between students' English listening anxiety. However, there is insufficient evidence to conclude that there is a significant linear relationship between x_1 and y because correlation coefficient is not significantly different from zero.

2. The Correlation of Listening Self-Efficacy(X_2) and Listening Test(Y)

Table 11. Pearson Correlation

		<i>Correlations</i>	
		LSES	LT
LSES	Pearson Correlation	1	.021
	Sig. (2-tailed)		.924
	N	23	23

LT	Pearson Correlation	.021	1
	Sig. (2-tailed)	.924	
	N	23	23

The second research problem, Do the higher the students have self-efficacy, the higher they achieve in EFL listening? Based on the computation, $r = .021$, $p = .924$ which higher than $.05$. it can be concluded that there is a low positive correlation between self-efficacy and comprehension. However, there is insufficient evidence to conclude that there is a significant linear relationship between x_2 and y because the correlation coefficient is not significantly different from zero.

3. The Correlation Between Foreign Language Listening(X_1), Self-efficacy(X_2), and Listening Test(Y)

Table 12. Multiple Linear Regression

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	619.743	2	309.871	.473	.630 ^b
	Residual	13091.562	20	654.578		
	Total	13711.304	22			

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.213 ^a	.045	-.050	25.585	2.075

a. Predictors: (Constant), LSES, FLLAS

b. Dependent Variable: LT

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	FLLAS	LSES
1	1	2.982	1.000	.00	.00	.00
	2	.011	16.266	.01	.51	.78
	3	.007	20.819	.99	.49	.22

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	80,0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	79.806	52.353		1.524	.143	10.420	149.192		
	FLLAS	-.490	.506	-.222	-.968	.344	-1.160	.181	.910	1.098
	LSES	.451	1.182	.087	.382	.707	-1.115	2.017	.910	1.098

a. Dependent Variable: LT

a. Dependent Variable: LT

The third research problem, *Do the lower level students have FLLA and higher level they have self-efficacy, the better the students comprehend EFL listening?* Based on the computation, the result shown $r = .213$ $p = .630$. which higher than $.05$, means that there is a low positive correlation, however there is insufficient evidence to conclude that there is a significant linear relationship between x_2 and y because the correlation coefficient is not significantly different from zero. The writer then search for collinearity statistics tolerance for X_1 was $.910$ and VIF 1.098 and X_2 was $.910$ and VIF 1.098 which indicates there was no multicollinearity between FLLA, Self-efficacy and listening comprehension because the tolerance was higher than 0.100 and the VIF lower than 10.00 . The Durbin-Watson result was 2.075 . According to Durbin-Watson table, if the result was below than $4-du$ (for this research, the du was $4-1.543$), there was no autocorrelation in the residuals from a regression analysis. Which mean, 2.075 was lower than 2.457 and there was no autocorrelation within variables.

C. Discussion

The first three research questions deal with the correlation between foreign language listening anxiety and self-efficacy toward comprehension. Drawing a large of body of research, it was conceivably hypothesized that the higher students have English listening anxiety, the lower they achieve in EFL listening; that the higher students have self-efficacy, the higher they

achieve in EFL listening; that the lower students' anxiety and the higher students' listening self-efficacy, the better students' listening comprehension.

As were reported in data presentation results, computation of SPSS data reveals that distribution of data was normal and the variables have a linear association. Therefore, the study can be analyzed by using parametric statistics which are Pearson's coefficient correlation and multiple linear regression.

The first research question is " Do the higher the students have English listening anxiety, the lower they achieve in EFL listening? Based on the results $r = -.196$, $p = .371$ which higher than $.05$. it can be concluded that there is a low negative correlation between students' English listening anxiety. However, there is insufficient evidence to conclude that there is a significant linear relationship between x_1 and y because correlation coefficient is not significantly different from zero.

The second research question is "Do the higher the students have self-efficacy, the higher they achieve in EFL listening? Based on the computation, $r = .021$, $p = .924$ which higher than $.05$. it can be concluded that there is a low positive correlation between self-efficacy and comprehension. However, there is insufficient evidence to conclude that there is a significant linear relationship between x_2 and y because the correlation coefficient is not significantly different from zero.

The third research question is “Do the lower level students have FLLA and higher level they have self-efficacy, the better the students comprehend EFL listening?” Based on the computation, the result shown $r = .213$ $p = .630$. which higher than .05, means that there is a low positive correlation, however there is insufficient evidence to conclude that there is a significant linear relationship between x_2 and y because the correlation coefficient is not significantly different from zero.

The researcher computed and analyzed the data by using SPSS 25.0 to find out the correlation. The computation shows that there were correlations between foreign language listening anxiety, self-efficacy and comprehension that results in low correlation. The result is $r = -.196$ for the correlation between foreign language anxiety towards comprehension and $r = .021$ for the correlation between self-efficacy towards comprehension. The result is $r = .213$ for the correlation between foreign language listening anxiety, self-efficacy towards comprehension. This value was categorized low effect correlation based on Cohen Effect size effect (Cohen, 1988). Thus, from the computation, it can be concluded there is correlation, even though it is low or weak. Unfortunately, the results among variables was not significance because the p -value is higher than .05 and failed to answer there was a correlation among the variables. Therefore, the answer for the three research problems are no correlations.

The researcher result was not significant correlation between students' foreign language listening anxiety, self-efficacy and comprehension. It

resulted in different way from the researcher expected. Due to this result, the researcher tried to analyze the reason why there is no significant variables between the variables.

The correlation was not significant can be caused by the instrument was not valid and reliable, the sample size was not sufficient, the research design was not appropriate, the research was not properly done and there was indeed no correlation.

The instrument that researcher used was adopted from another researcher. FLLAS from Wang and Cha (2019), Three-factor solution was run by the previous researcher and confirmed FLLAS was valid. LSES from Cannaran (2020), The Cronbach's alpha coefficient of the scale was found to be .97 which represent high reliability. Listening test from PET Cambridge ESOL in 2018 which measures the participants' proficiency in B1 level and is designed to be used for teenagers.

Considering the age and level of the participants of this study, PET was used to measure the participants' listening comprehension. The reliability for the test was 0.77 and the standard error of measurement was 2.14. these figures demonstrate a high degree of trustworthiness.

The researcher gave 20 questions in the form of multiple choice and 5 essay questions within 30 minutes time by using google form. The researcher needs 2 weeks to get the results because of COVID-19 pandemic and the students was at their own hometown.

The participants shared a common degree of FL competence and lingua-cultural background. The sort of listening test used by the participants may have been unfamiliar to them, and they failed to grasp, resulting in no significant results in the listening test. the unresolved issue of probable FLLA factor alterations. The research is somewhat poor as a one-time study to give compelling proof that FLLA variables differ in terms of listening proficiency. Furthermore, the results may not be applicable to students studying English as a foreign language or English as a second language. Foreign language students, on average, have less access to language skills and rely more on learning activities.

The insignificant result probably occurred since learning style was not the only one factor that affected the students' listening comprehension. The experience time of learning could also be one of the factors affecting the students' listening comprehension. In other words, the longer the experiences, the more knowledge they got. As well, another factor that should not be neglected was the condition of the students when joining the test.

The sample size of this research was sufficient because the writer had used G*Power. Concerning the power of this research, the finding of no significant correlation is not due to a lack of power, as stated in the research method. Before the experiment, a power analysis and sample size calculation were carried out. Both the limited 80% confidence interval and the small effect size statistic indicate that the lack of statistical significance

is due to the correlation having a minor effect on the student's reading comprehension, rather than a lack of sufficient power.

The design of this research was appropriate because the writer only measure the correlation among variables, not causal relationship. Correlation is a statistical measure that expresses the extent to which two variables are linearly related without making statement about cause and effect. Correlational designs provide an opportunity for researcher to predict scores and explain the relationship among variables.

The research was properly done and followed the data collection procedures. The researcher carefully taken the data from participants and give time for the participants to answer the test and questionnaires. The researcher also tried to translate the questionnaire into Indonesian for the better results and make the questionnaire into online forms make it easier to the test anytime.

For collect the data of listening test, the first stage that was done by researcher has requested a permit to research in English education study program. After that, asking the participants to be a research subject. The next step, the researcher provided an explanation about the purpose of the research and to take the students' listening scores, the researcher cooperated with the lecturer in listening class.

The researcher asked for the permission letter for research before distributing the questionnaires through a google form. Afterward, the FLLAS was distributed through an online questionnaire

(bit.ly/FLLASayuRisky) in the fourth semester after the Listening lesson, the researcher asked willingness to be the participants beforehand, and the researcher explained how to answer the questionnaire. The participants received the web page link provided by computers and submitted their responses through smartphones within two weeks. The researcher collected their response, analyze the data using SPSS 25.0 and conclude the result of the study.

Unfortunately, the test was not been controlled by the researcher at the time, which mean the researcher didn't know the participants condition while answering the questionnaire and the listening test. Therefore, it can be one of the reasons why the results were not significant.

The researcher could have done the experiment in a more process, for example by doing it in the lab rather than conducting it online. This because when doing it in lab, you can control the variables such as noise and measurement deviation. With that, the results would be more significant. It's proven that having good background of auditory and visual task can lead to better listening skill and auditory-visual integration than those who don't have such skills.

Regarding to the previous studies, Wang and Cha, (2019) resulted a low correlation between the overall FLLA and listening test scores with a medium effect size ($n = 78$, $r = -.246$, $p = .030$, $R^2 = .061$), indicating that the overall FLLA decreased with students' listening proficiency. Moreover, the results indicated that the overall FLLA had no significant association

with listening test performance in either low- or high-proficient groups which is similar to researcher result from the computation.

The Wang and Cha (2019) study also revealed that low-proficient listeners were more anxious than their high-proficient peers in overall FLLA level and in each FLLA factor, although they were only significantly different in the self-belief (FLLA2) factor. Their FL listening proficiency may account for the difference, since the more skilled listeners are, the more automatic the decoding process will be, and the less anxiety from they should experience.

The students' listening comprehension test scores were significantly negatively correlated with the overall FLLA, which was consistent with previous studies (Elkhafafi, 2005; Golchi, 2012; Mills et al., 2006; Serraj & Noordin, 2013; Wang, 2010; Zhang, 2013). As found in the present study, significantly negative associations between listening performance and FLLA factors were found in listening-anxiety (FLLA1) as well as (lack of) self-belief (FLLA2), but not in the decoding skills (FLLA3) factor.

Surprisingly, correlation tests revealed that the overall FLLA was not significantly associated with listening performance in either group. The listening-anxiety (FLLA1) factor was negatively correlated with listeners' comprehension scores, but statistical significance was found only for less proficient listeners. Interestingly, a visibly positive association of the self-belief (FLLA2) factor was found in the low-proficient group, which means

that dissatisfaction with one's current listening proficiency stimulates these students' motivation to learn. However, a lack of self-belief strongly impedes the development of listening performance in higher proficient students. Additionally, the relation between anxiety with learners' cognitive ability (FLLA3) and listening test performance was found to be negligibly small in the high-proficient group, while the latent detrimental impact of such a factor should not be neglected for less proficient listeners.

The sequential multiple regression analyses indicate that the anxiety accompanying cognitive ability had little explanatory power in listeners comprehension. The reason may lie in the relatively high-anxiety in the FLLA3 factor in both groups, which means the factor's negative impacts barely decreased with the students' listening proficiency.

limitation of the previous study is that participants were unbalanced in their demographic distributions, such as in gender and years of study. Current literature seems inconsistent in their claims about the variances of FLLA between female and male EFL learners (e.g., Golchi, 2012; Elkhafaifi, 2005; Kimura, 2008; Mills et al., 2006). In Chinese universities, female English majors generally account for a significant proportion (96% as in our study), which makes it unrealistic to compare them in similar settings. Besides, Wang and Cha (2017) study originally aimed to ascertain the effects of years of study on learners' FLLA, which seems to be difficult to achieve due to small sample sizes. These issues should be taken into consideration in the following studies. Another limitation lies in the

unsettled question on the potential changes of FLLA factors. As a one-time study, our findings are relatively weak to provide overwhelming evidence that FLLA factors differ in terms of listening proficiency.

The listening comprehension test items were chosen from the Cambridge English Language Assessment (www.cambridgeenglish.org). The item difficulty was balanced by arranging separate four parts from B1 (lower-intermediate) to C1 (lower-advanced) levels of the CEFR (Common European Framework of Reference for Languages). The first part consisted of five multiple-choice items which required students to choose correct pictures according to simple conversations. In the second part, students heard a monologue from a woman who talked about her job and they need to complete ten sentences with no more than three words. In the third part, while listening to five extracts from different speakers, students need to choose both the reasons why they changed jobs and their feelings about new jobs simultaneously. Finally, the fourth part asked students to give correct options of five multiple-choice items after listening to short conversations or monologues.

The researcher used the questionnaire from Wang and Cha to measure the FLLA towards listening comprehension. The difference from this research was the number of participants which was 78 students used by Wang, while the researcher used only 23 participants based on computation from G*Power and the test for listening Wang and Cha used was Cambridge English Language Assessment test B1 (lower-intermediate) to C1 (lower-

advanced) levels (which is higher level than the researcher used from PET Cambridge that used for B1 level (Pre-Intermediate)).

According to Zhang (2013) the result of their correlation between FLLA and IELTS test were relatively small and non-significant ($p > .05$), implying that the IELTS test scores did not seem to have a systematic effect on FL listening anxiety. The answer to why FL performance did not systematically affect FL listening performance may again rely on the nature of FL listening anxiety. FL anxiety, as a situation-specific anxiety, does not form suddenly.

Vocabulary can arouse listening anxiety (Vogely, 1998). FL learners may pay too much attention to new sounds, which can cause comprehension deficits while listening. Hence, appropriate treatments should be given to deal with new vocabulary. To alleviate anxiety over new vocabulary, FL teachers can provide a list of new words with phonetic symbols before listening and familiarize learners with the new words.

While new vocabulary can be a source of anxiety, listening instructions that focus too much on production and correct answers can also arouse anxiety (Arnold, 2000). FL teachers should avoid using only those listening production approaches that rely merely on correct answers, which can create high levels of anxiety and distract learner attention (Arnold, 2000). Instead of asking only for correct answers, FL teachers can encourage students to take risks to make mistakes. There are two advantages in encouraging risk-taking mistakes. By sending the message that making mistakes is a normal

process of learning, FL teachers can help students reduce the concerns over “losing face,” a normal phenomenon often observed in FL classrooms (Horwitz et al., 1986; Liu, 2008; Yan and Horwitz, 2008).

As MacIntyre & Gardner (1991) suggested, continuous encountering of anxious feelings in FL learning context will lead to a consolidation of the anxious feelings (state anxiety) into the situation-specific FL anxiety. Such situation-specific anxiety measured by LA or FLLA evidently took shape before the participants took part in the current study. The state anxiety related to the test could be unstable. It could be weakened or enhanced based on future experiences in FL activities or tests. It was unlikely that performance on one test could have a sudden strong impact on the FL listening anxiety that was formed gradually over time.

The limitation of the previous study was the language used in this study is limited to English, and they still do not have evidence to prove that the structure of the FLLAS can function in other types of foreign languages such as Russian, Spanish and French etc. Besides, the scope of the current study was limited to the context of China as all participants were from Chinese colleges. Participants with different FL learning backgrounds are needed to validate the structure of the FLLAS and assess the effects of FL listening anxiety on FL listening performance.

The researcher used the same questionnaire because Wang and Cha (2017) adopted their questionnaire from Zhang (2013). The difference was

from the participant consisted of 300 first year English majors at a university in China. Among them, 261 were female and 39 were male. The test was IELTS test which is higher level than the researcher used from PET Cambridge that used for B1 level (Pre-Intermediate).

The listening component of the IELTS test used in the current study was selected from the IELTS practical test, which was an official IELTS test. It had four sessions with 40 questions, including 8 multiple choice questions and 32 gap fillings. The first session was a recording of a conversation between a customer and a salesman in a car showroom. Session II was a talk given by an admissions officer from a UK university to prospective graduate students abroad. Session III was a talk between two students about a course they had taken. Session IV was a presentation given by a student about a project on household waste recycling.

Kimura (2017) stated high correlation ($r = .85$) between the two dimensions of L2 listening anxiety, Self-Focused Apprehension and Task-Focused Apprehension, although they were distinct in kind and focus. The reason for this high correlation is that L2 listening is, to a large extent, a conscious, deliberate act in which listeners must pay conscious attention to incoming aural information in order to comprehend and react appropriately.

Four limitations of this previous study require mentioning. First, the participants were predominantly Japanese learners of English who had completed at least six years of formal education in English at a junior and

senior high school in Japan, and the majority of them were relatively low proficiency learners. For these reasons, the results should only cautiously be generalized to learners of English at the college level. Second, listening proficiency was measured with a partial dictation test that did not comprehensively measure communicative listening skills, such as getting the gist of extended conversations, predicting what the speaker will say next, and interpreting speech acts. Third, it is disputable whether some of the items on the Shortened Scale of Second Language Listening Anxiety concern the perceived difficulty of L2 listening or indirectly measure L2 listening proficiency, but I take the former view in this study. Fourth, although social anxiety likely involves avoidant behaviors and physiological symptoms as well as self-presentational concerns, the RIAS was designed to measure only the latter to avoid conceptual confusion.

Moreover, this research was different from the writer no correlation result and topic of correlation that focused on FLLA and Self-Efficacy. Because the L2 listening process is intentional and controlled, and because controlled processes necessarily involve self-regulation, L2 listeners can become conscious of themselves as (in)competent listeners while they are engaged in L2 tasks that they perceive as challenging.

The other study from Canaran et al. (2020) that writer used similar listening test showed that the learners who suffer more from anxiety, nervousness, and poor concentration, due to individual factors (inadequate background knowledge, fear of failure, unknown words) and external

factors (form and content of listening activities, delivery of speech) have, in turn, lower confidence in their capacity to achieve listening tasks. In other words, their self-efficacy was found to be lowered by a high sense of anxiety.

This previous research result was significant, different from the writer result. Moreover, the number of participants was hugely different. From the results, it is clear that the learners' feeling anxious as to the individual and external factors during L2 listening negatively affected their self-efficacy, impeding their understanding of the message, guessing the meaning of unfamiliar words, and correctly answering comprehension question.

This previous study has investigated the relationship between the sources of anxiety, self-efficacy, and proficiency in L2 listening with the participation of 347 EFL learners studying in the English Preparatory Program in Turkey. They have devised structural equation modeling which helped test the causal relationships among the constructs. Taken together, the results seem to suggest that there are strong negative associations between individual and external factors causing anxiety and self-efficacy in L2 listening while there are moderate level negative associations between the perceived level of task difficulty by listeners and their self-efficacy in L2 listening. On the other hand, our work has proved that the learner's control over L2 listening input is positively and moderately related to levels of self-efficacy and self-efficacy is positively and strongly correlated with proficiency in L2 listening.

Further to these findings, the listener's control over L2 listening tasks was found to have positive influences at a moderate level on L2 listening self-efficacy. This implies that the learners seemed to feel more efficacious when they thought they were able to regulate the listening process themselves such as the speaker's rate of delivery of speech, voice, intonation, and pronunciation. With more control over the listening process, the learners might think they could better comprehend speakers, understand the main idea of a speech, guess the meaning of unfamiliar vocabulary, answer comprehension questions and take notes correctly besides doing well in the listening parts of exam.

Another finding of the study is that the perceived task difficulty in L2 listening had a negative effect on self-efficacy at a moderate level. Lastly, the paths to self-efficacy and listening proficiency in L2 were found to be positive, strong, and statistically significant.

Lastly, the paths to self-efficacy and listening proficiency in L2 were found to be positive, strong, and statistically significant. Our results validated that the learners with a higher level of self-efficacy in L2 listening obtained higher scores in the listening tests at the end of the term. At this stage of understanding, it appears that anxiety, self-efficacy, and proficiency in L2 listening are correlated and higher levels of anxiety in L2 listening reduce learners' self-efficacy and proficiency. To support learners in overcoming anxiety, initially teachers should be well aware of the factors causing L2 anxiety.

However, they were unable to prove evidence whether the listeners with higher levels of self-efficacy and listening scores had received any training on the use of metacognitive strategies or they were really self-regulated learners in L2 listening, which, as suggested in the literature, might have helped them overcome anxiety, increase self-efficacy and listening scores during the process.

The limitation of this previous study was limited by the research methodology where the findings were solely obtained from quantitative instruments that made in-depth discussion of the findings hard. Another limitation lies in the fact that the results might not be generalized as the study was conducted with a relatively small sample size, and the findings can only be interpreted within its social and educational boundaries. Despite this, they believe their work could be a starting point for future research that will focus specifically on the strength of the relationship between foreign language listening anxiety, self-efficacy, and proficiency. The last limitation has been found in the fact that, as previously mentioned, they couldn't confirm whether our participants with higher self-efficacy and listening scores had received any training on using meta-cognitive strategies, or they were really self-regulated learners in L2 listening, which might need further investigation.

How can the contrast between the present and previous study findings be explained? It's possible that some of the variances are due to data analysis. Structural equation modeling was used in the preceding two

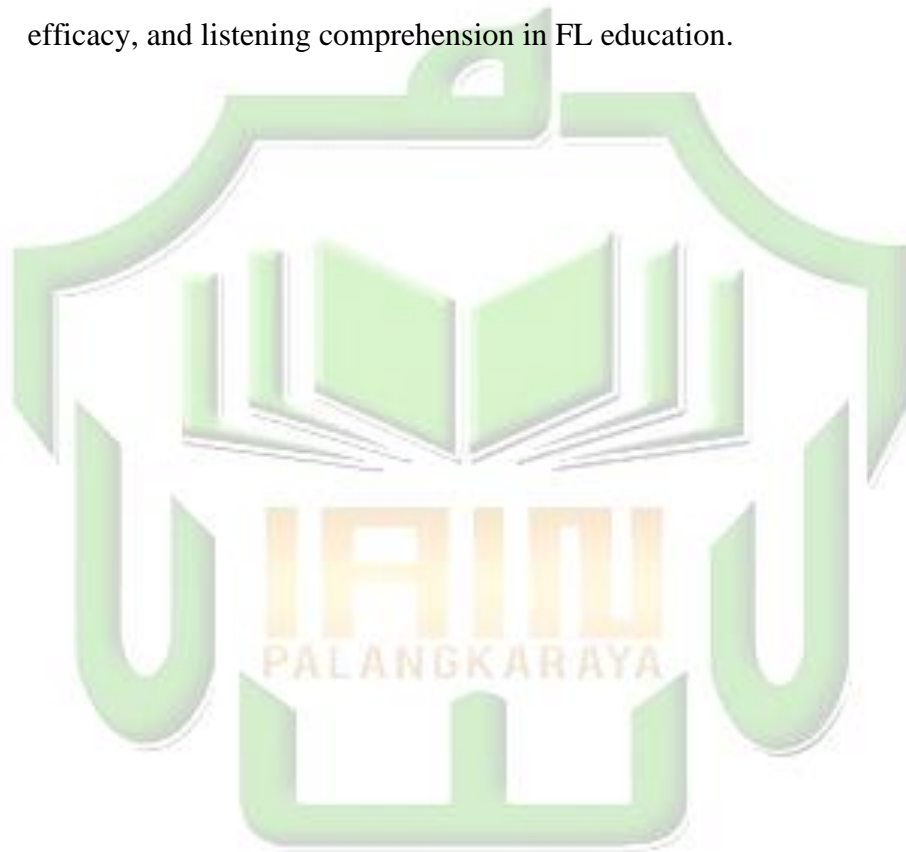
investigations to determine the connection between variables. Zhang (2013) stated that SEM is superior in that it takes into account the measurement errors of the independent variables and dependent variable, whereas multiple regression ignores measurement error for all independent variables. Ignoring measurement error can yield inaccurate results and suggest misleading conclusions. In this study, the researcher used Multiple linear regression for data analysis. The next researcher should consider using SEM or multiple linear regression for computing the data.

Returning to the question of statistical power, the absence of evidence of a substantial association between FLLA and self-efficacy is not attributable to a lack of statistical power. Before collecting data, the power analysis and sample size calculation were carried out, as specified in the study procedure. Furthermore, the negligible association identified had a tiny effect size. Because of the small sample size, this study lacked the power to detect any significant association; nonetheless, the effect size would have been significant.

This study explored the correlation between FLLA and self-efficacy on listening comprehension, targeting English majors at the university level. The insignificant correlations among variables thus need to be interpreted with care. The researcher only used 23 students based on Sample Size by G^* Power, while the previous research used more than a hundred students for the subject of the study. The subject of this study also limited only 23 students from English Education Program Study from 4 classes of critical

listening study, so the next research might use more students with various Batch, Class, or Gender participants.

Furthermore, the research failed to significantly correlate also due to insufficient sample size. These issues should be taken into consideration in the following studies. Finally, a greater understanding of the findings could lead to a theoretical improvement in the complexities of FLLA, self-efficacy, and listening comprehension in FL education.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of conclusion and suggestion of the study. The researcher explained about the conclusion of the study and some suggestions.

A. Conclusion

There was not much study that brought about the correlation between listening anxiety, self- efficacy and comprehension especially in English as foreign language. Therefore, this study could add knowledge around Foreign language listening studies.

The findings from this study that there was a weak correlation within the variables of listening anxiety, self-efficacy and comprehension. The first correlation shows some negative correlation which means that the value of variables was inversely correlated with one another and moved in opposite directions. The second correlation showed positive correlation that both variables shift their values in the same direction at the same time.

Surprisingly, there result of the correlation within the three variables was not significant. The correlation was not significant can be caused by the instrument was not valid and reliable, the sample size was not sufficient, the research design was not appropriate, the research was not properly done and there was indeed no correlation.

B. Suggestion

Based on the result of the study, the researcher gave some suggestions for the further study about the correlation between foreign language listening anxiety, self-efficacy and comprehension, which was being discussed in this case. Firstly, there was a low number of participants, which is 23 sample, and generated by using G*power but it could not be generalized to other populations. Also, correlation result data was not significant due to the sufficient sample size and many factors lies beneath. For this matter, the researcher suggested that the number of participants should be really taken into consideration for the next research as it really affects the accuracy of the statistics measurements, especially in determining the correlation between the variables. The students need to enrich their experiences in listening skill. They also need to increase their motivation and interest to learn listening well. Therefore, the anxiety of listening would not bother them and they will not find any difficulties in listening test. Last but not least, the researcher also hoped this study could be used as a reference for future researcher and teacher/lecturers for better study in listening.

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